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ABSTRACT

Students investigate several aspects of the War of 1812, especially those which pertain to Lake Erie and Ohio, in this unit. The first activity is a simulation of various battles and maneuvers. In parts B and C, students use information from the simulation and from documents of the era to explain the war's causes and outcomes. A student's guide and teacher's manual are provided. The latter includes duplication masters for the simulation, teaching recommendations, objectives, and references. (Author/WB)

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Ohio Sea Grant

OEAGLS — Oceanic Education Activities for Great Lakes Schools

WE HAVE MET THE ENEMY

by

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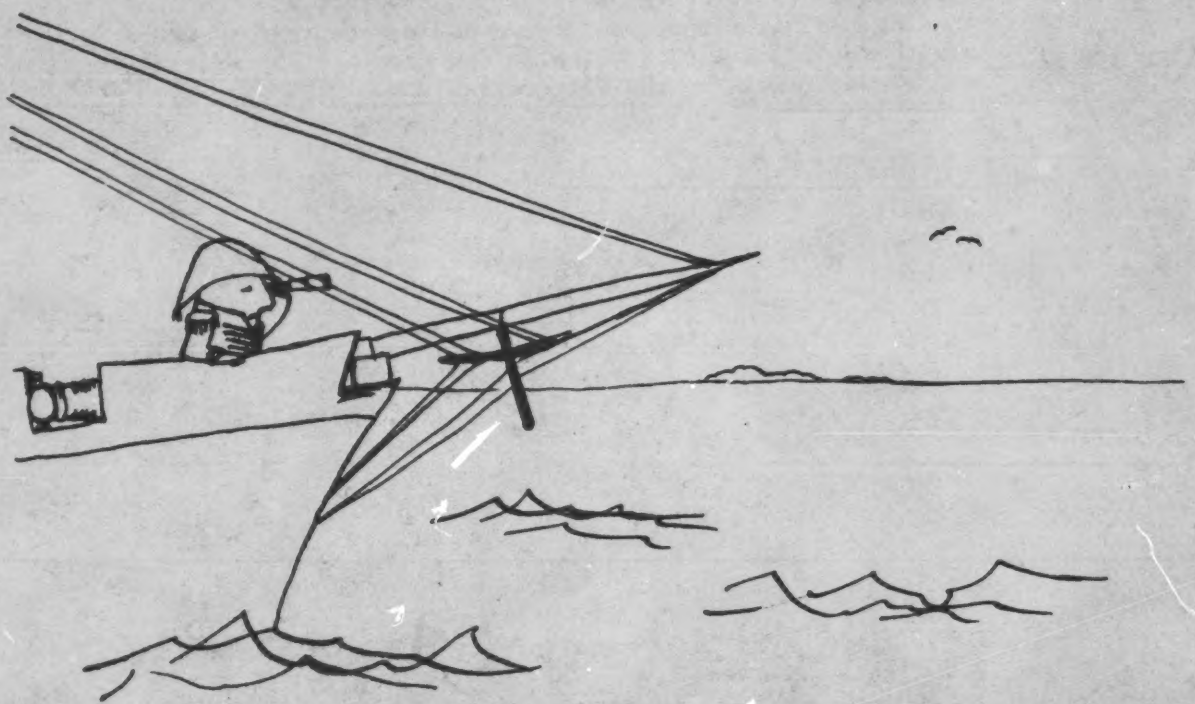

Ohio Sea Grant Program
Charles E. Herdendorf, Director
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OEAGLS Investigation #13
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INVESTIGATION

WE HAVE MET THE ENEMY

INTRODUCTION

The War of 1812 has been called our second war for independence. If we had been defeated, we might once again have become a colony of England. The major victory that became the turning point in the war occurred right here in Ohio. Commodore Perry defeated the British Navy on Lake Erie in September, 1813, near South Bass Island. If you've been to Put-In-Bay you may have seen the tall column which is a memorial to those that died, both British and American, in the Battle of Lake Erie. What caused the war? Why were we able to win?

Figure 1: Monument on South Bass Island Commemorating Perry's Victory in the Battle of Lake Erie.

OBJECTIVES

When you have completed this investigation you will be able to:

1. Describe the frontier condition of the area around Lake Erie in 1812.
2. Explain why control of Lake Erie was vital in winning the war in the Northwest.
3. Identify some of the major causes of the War of 1812.
4. Identify the factors important in winning the war.

ACTIVITY A — WHERE DID THE IMPORTANT BATTLES TAKE PLACE?

MATERIALS — For this simulation, each group will need a map, markers, four sets of role cards, and a packet of illustrations.

PROCEDURE

A. Identifying Factors in Determining the Outcome of a Battle.

As you do the following simulation, you will be learning about the War of 1812 and some of the battles in that war. One major idea that you should think about is: what factors help one side or the other to win? You won't find these factors listed in this activity. Instead, you must find clues, interpret facts and put together information to come up with some ideas of your own.

For example, you will read about a battle in which a very small group of Americans abandon Fort Dearborn. They are attacked by 500 Indians. It is obvious that the tiny party had no chance because they were outnumbered by the enemy. The relative numbers of soldiers on either side is one factor in winning.

1. By the end of the activity, you should be able to list at least 6 other factors that contributed to winning, and to give examples of each. List them below.

   a. relative numbers: Indian attack on Fort Dearborn

   b. _____: _____

   _____

   c. _____: _____

   _____

   d. _____: _____

   _____

   e. _____: _____

   _____

   f. _____: _____

   _____

   g. _____: _____

   _____

There is a very old saying or proverb that says:

"For want of a nail, a shoe was lost;
For want of the shoe, the horse was lost;
For want of the horse, the rider was lost;
For want of the battle, the kingdom was lost."

The military have realized from ancient times how important supplies are to winning a war. Studying the War of 1812 provides some good examples of logistics, the moving of military personnel and supplies. The logistical problems were generally so great and handled so badly.

2. Below are listed four statements relating to logistics in the War of 1812. Think about them as you are doing the simulation. For each statement below, describe an event you learned about during the simulation that supports that statement.

   a. Armed forces need supplies: food, clothing, shelter, weapons, and ammunition.

   _____

   _____

   _____

   b. The area around Lake Erie in 1812 consisted of small frontier settlements or forested wilderness with few, bad or no roads.

   _____

   _____

   _____

   c. Water transportation is generally easier and cheaper than overland transportation.

   _____

   _____

   _____

d. Control of the Great Lakes in general, and Lake Erie in particular, was vital to winning the war in the Northwest; that is, the Lake had strategic (military) importance.

_____

_____

_____

B. Directions For the Simulation.

1. Sit in groups of four.

a. Players 1 and 2, sitting side by side, are the American team;

Player 1 plays mainly army roles; cards A1-A14;
Player 2 plays mainly navy roles; cards A15-A29.

b. Players 3 and 4, sitting side by side, are the British team;

c. Player 3 plays mainly army roles, cards B1-B14;
Player 4 plays mainly navy roles, cards B15-B29;

d. The person next to you is your officer, who will read you the cards in the order listed above; and see that you follow your instructions.

In 1812, most soldiers and sailors could not read. It was the custom of the day for the officer to read any instructions, information, and orders of the day to his men.

2. Listen as your officer reads the card to you. Repeat to your officer in your own words, what has been read to you:

Who you are;	Example from Card A1: "I am General William Hull, veteran, judge, Senator, Governor.
What you did;	I am in charge of the Army of the Northwest.
Where you were.	I meet my army in Dayton to travel to Detroit.

3. Follow the directions on the card.

a. Examine the pictures and maps from the packet that relate to your card;

b. Move game piece on board as your character moved;

c. Place markers on board for: villages, forts, and battles.

The American and British cards usually tell of the same event from different points of view. Therefore, do not put the markers on the board until both the American and British officers are finished reading. The winning side will put on the battle marker. The losing side will put up the village or fort marker.

4. When your officer is satisfied that you have fulfilled your requirements, your turn is over and you become the officer for the person next to you.

5. The order of play is: Player 1, Card A1, American Army.
   Player 3, Card B1, British Army.
   Player 2, Card A15, American Navy.
   Player 4, Card B15, British Navy.

6. Players take turns to finish the last four cards (29-32).

C. Completion of Simulation.

1. Answer items 1 and 2 in Section A of the activity.

2. Discuss each of the following people, places, battles and words with members of your group to become familiar with them:

People

Robert Barclay	William Henry Harrison	Henry Proctor
Issac Brock	William Hull	Laura Secord
George Croghan	Oliver H. Perry	James Winchester

Places

You should be able both to make a sketch map from memory, and also locate the places on an outline map.

Amherstburg	Detroit River	Put-In-Bay
Black Rock	Malden	Sandusky River
Buffalo	Maumee River	Portage River
Dayton	Niagara River	Presque Isle
Detroit	Pittsburg	Sandwich

Battles Can you put these in chronological order?

Brownstown	Fort Meigs	Frenchtown
Canard River	Fort Harrison	Magauga
Fort Dearborn	Fort Michilimackinac	Moraviantown
Fort Detroit	Fort Stephenson	Queenstown Heights
Fort George	Fort Wayne	Raisin River

Vocabulary Words

ambush
amputate
anchor
arsenal
artillery
auger
battery (military)
blacksmith
Black Swamp
blockade
brig
broadaxe
camel (naval)
cannon
carpenter
cartridge (1812 meaning)
caulking
cavalry
Conestoga wagon
court martial
crosscut saw
deck
fleet
fore-and-aft-rigged
gauntlet
graphshot
harbor
hardtack
hemp
howitzer
invasion
keel
keelboat
Lawrence (ship)
long gun
magazine (military)
mast
militia
Niagara (ship)
pickets
plane (tool)
planks
"powder monkey"
reinforcements
retreat
ribs (naval)
rout
sail
sandbar
schooner
siege
ship
shrouds (ropes)
sloop
square-rigged
stays (ropes)
stockade
strategy
tack (naval)
tomahawk
topman

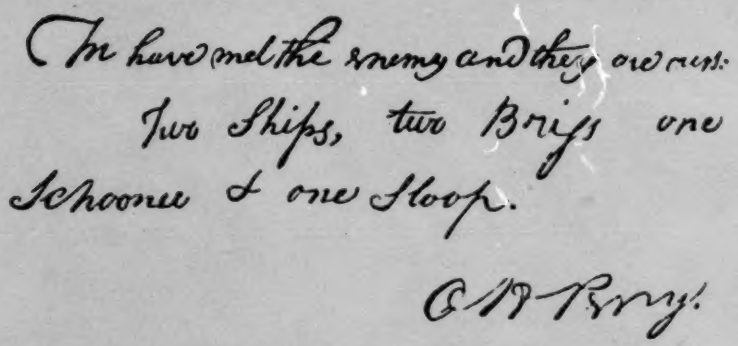


Figure 2. Perry's message to General Harrison upon winning the Battle of Lake Erie.

ACTIVITY B WHY DID WE FIGHT?

MATERIALS Report of Manifesto from teacher packet.

PROCEDURE You have just completed a simulation on the War of 1812 in the Northwest. Why was the war fought? In the first part of this activity you will learn about some of the problems that the United States was having with Great Britain. You will use information from publications of the period of time leading up to the war.

1. Examine Figure 3. The words in the balloons are printed for you on page 8. Who are the big, strong, handsome characters on the right?

A
B
C
D
Oh! poor Sailors! poor blue jackets!
dont go to war with the mother country!
dont go to war with good old England!
you will get hard knocks on the pate!
you will spend your wages in English
prisons and prison ships! dont submit
to the War! — you will beg in the
streets or rot in the alms house!
oh! poor sailors! oh! poor
blue jackets!
Here's a flock of mother
Carey's chickens —
What think you my hearties
to all this Bead
Why its all my eye Jack. shaver
my hooks but this fellow is an
English dandicut — to lets have
no more of your blarney. —
An American tar knows his
duty — and if he gets into
prison d'ye see he'll get out
ag'n and as for a hard knock
let 'em try an' they will.
what heads hard it.
That's right my honest soul! — We'll stick
to our quarters, boys, like true hearted
sailors, and may the lubber be slush'd
home to the gig yard and scrap'd with
a thanks feelk. the would mutiny gainst
commander and decent ship discase a
hard gale and a tough passage brings
him to short allowance.
so three cheers boys.. Huzza! ... !
for Yankey doodle
FORT CAVE
Charles del et sculp
THE TORY EDITOR and his APES Giveing their pitiful advice to the AMERICAN SAILORS

Figure 3. Cartoon from an American newspaper published about the time of the war.

A. Oh poor sailors! Poor blue jackets. Don't go to war with the mothercountry. Don't go to war with good old England. You will get hard knocks on the pate (head). You will spend your war in English prisons and prison ships. Don't submit to the war. You will beg on the streets and rot in the alms (poor) house. Oh poor sailors. Oh poor blue jackets.

B. Here's a flock of Mother Carey's chickens. What think you my hearties to all this _____?

C. Why to all my eye Jack, shiver my limbs, but this fellow is an English dishcloth - so let's have no more of your blarney. An American tar knows his duty - and if he gets into prison d'ye see he'll get out again and as for a hard knock, let them try and they will see whose head is hardest.

D. That's right my honest soul! We'll ship to our quarters, boys, like true sailors and may the lubber be slashed home to the gizzard and scrap'd with a sharks tooth, who would mutiny against commander and desert ship, 'cause a hard gale and tough passage brings him to short allowance. And three cheers boys Huzza--for Yankee Doodle.

2. What advice is the sorry character on the left giving them?

_____

3. What is a tory? Check with your teacher or look it up in your history book.

_____

Ask your teacher for a copy of the Report or Manifesto of the Causes and Reasons of War with Great Britain, presented to the House of Representatives by the Committee on Foreign Relations.

4. What is the date when this report was presented?

_____

5. Refer to the paragraph marked on pages 10-11. What do you think the word impressment means?

_____

6. Why do you think Great Britain impressed American sailors?

_____

There is an old song which says "Scalps were bought at stated prices, Malden pays the price in gold." The song and the cartoon in Figure 4 refer to a practice of the British and their Indian allies. This practice was especially common in this area of the country.

A SCENE ON THE FRONTIERS AS PRACTICED BY THE HUMANE BRITISH AND THEIR WORTHY ALLIES!
Arise Columbia's Sons and forward prest
Your Country's wrongs call loudly for redress
The savage Indian with his scalping knife
Or tomahawk may seek to take your life
By bravery arm'd they'll in a dreadful fright
Shrink back for refuge to the woods in flight
Their British leaders then will quickly shake
And for those wrongs shall restitution make

Figure 4. Cartoon from American Newspaper

7. What is a scalp? _____

8. What is the practice shown in the cartoon?

_____

_____

9. Why do you think this would anger those Americans living in this area, where the Indians were still strong?

_____

_____

10. Read the paragraph marked on pages 7-8 of the Manifesto. Describe the blockade referred to in that paragraph.

_____

_____

_____

_____

11. What effect do you think the blockade had upon the United States?

_____

12. Read the first page of the Manifesto. What kinds of feelings do you think the committee had toward Great Britain?

_____

_____

13. How does that page of the report describe the character of the American people at that time?

_____

14. Do you think the opinions expressed on this first page are accurate regarding both the British and Americans?

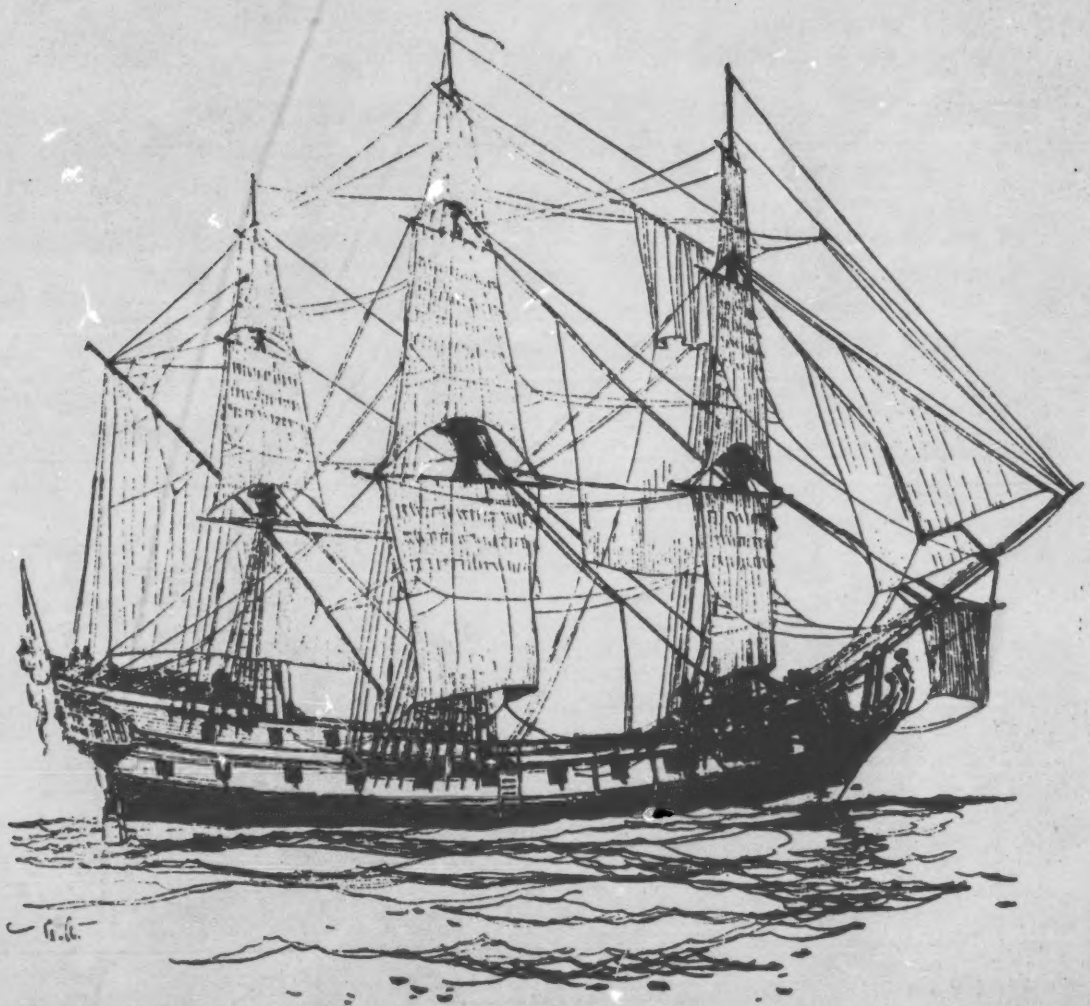
_____

_____

_____

_____

15. Read the paragraph marked on page 17 of the Manifesto. In your own words, tell what the committee recommended to the Congress.



ACTIVITY C — WHY DID WE WIN?

MATERIALS — You will need the cards from the simulation.

PROCEDURE — As you already know, the war was fought, and it was won by the United States. The two countries signed a peace treaty in 1814, called the Treaty of Ghent. Why was the United States able to win this war? Great Britain had a much more powerful Navy, and at the time was perhaps the most powerful country in the world.

1. Why do you think the Americans were able to win?

_____

_____

In Activity A you were asked to identify factors that were involved in winning battles. Read over those you listed in item 1 on page 2.

Supplying the troops was particularly difficult in the War of 1812. Britain was very far away, across an ocean and half of a continent of wilderness. Often communication was very bad. She was a major industrial nation, but her supply routes were very long.

America, too, had difficulties. There was a lack of organization in the War Department. It had only a Secretary of War and a few clerks to write letters. The Quartermaster Corps was not begun until late in the war. There was a lack of supplies because America was a new nation with only a few of her own industries. Roads were few and very poor, especially in the Northwest.

2. Explain the two means of transportation by which supplies came to Presque Isle (Erie).

a. _____

_____

b. _____

_____

3. Explain at least 5 difficulties and discomforts you would have faced as you traveled north with Hull toward Lake Erie and Fort Detroit.

a. _____

b. _____

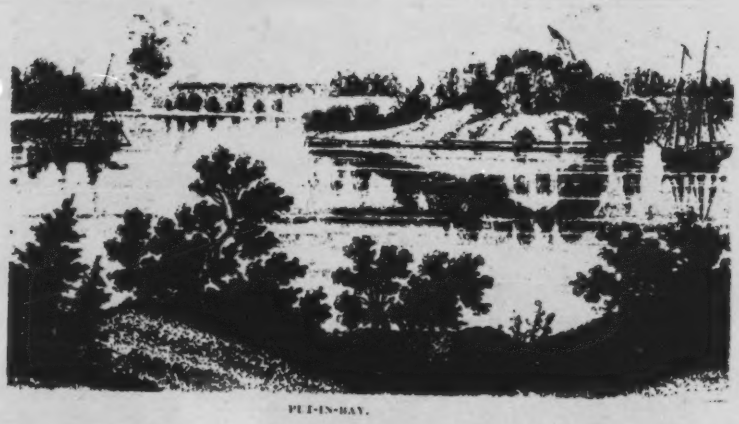
c. _____

d. _____

e. _____

4. Explain why Lake Erie was important in the war. Why did Britain and America fight so hard for control of the lake?

5. Have you changed your mind as to why you think the United States won? If so, what do you now think?



PUT-IN-BAY.

OEAGLS — Oceanic Education Activities for Great Lakes Schools

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by
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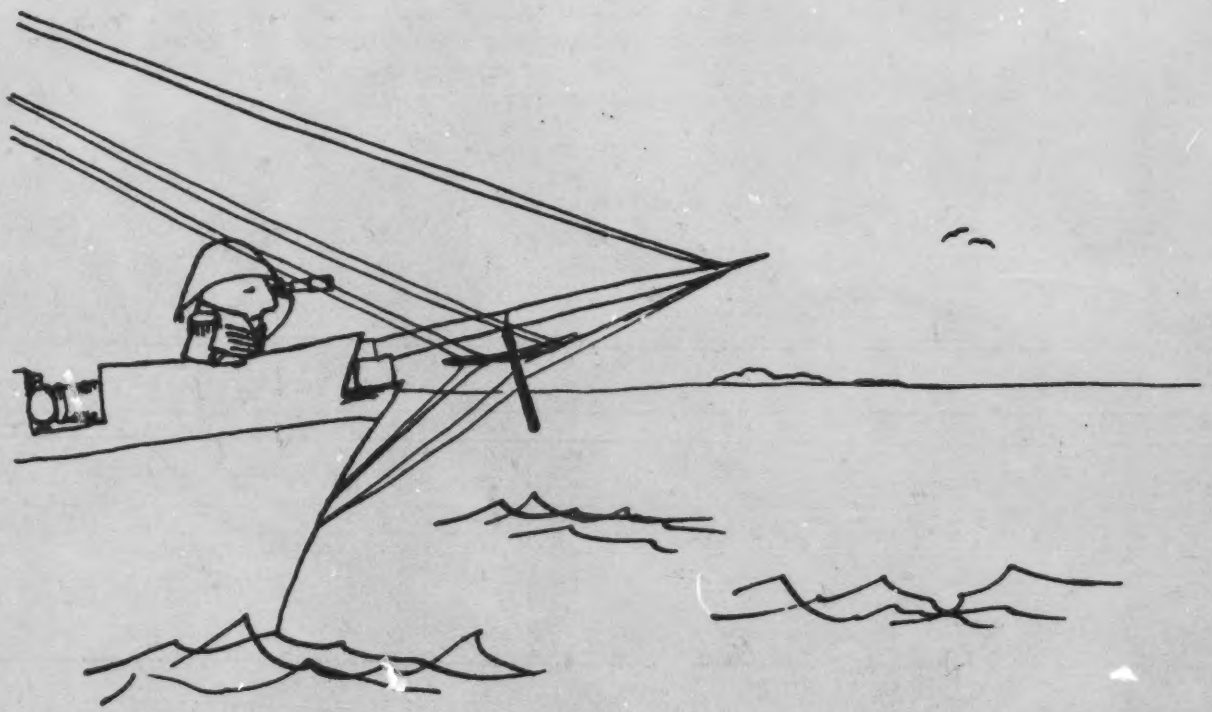

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TEACHER GUIDE

OEAGLS Investigation #13
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TITLE WE HAVE MET THE ENEMY

OVERVIEW

Ohio and Lake Erie were strategic locations during the War of 1812. This investigation lets students experience aspects of the war. In the first activity they engage in a simulation in which various battles and movements of the war are re-enacted through roles students assume and through the study of pictures and maps. In parts B and C they use information from the simulation and from documents of the era to determine the causes of the war and the reasons why the Americans were able to win the war. This investigation also develops reading skills and reading comprehension.

PREREQUISITE STUDENT BACKGROUND

Since the activities require reading, students should have adequate reading capabilities--eighth grade or better.

MATERIALS

All necessary materials are included in this Teacher Guide or in the Student Guide. You will need to duplicate one set of the following for each group of four students: the game board (map), the role cards and the packet of illustrations. It would be best to mount all on stiff paper and have them laminated in plastic. In addition, you will need to make markers for use on the game board. Masters are provided in this Teacher Guide. You will also need a class set of the Manifesto.

OBJECTIVES

When students have completed this investigation they will be able to:

1. Describe the frontier condition of the area around Lake Erie in 1812.
2. Explain why control of Lake Erie was vital in winning the war in the Northwest.
3. Identify some of the major causes of the War of 1812.
4. Identify the factors important in winning the war.

SUGGESTED APPROACH

In Activity A a simulation is used. The procedures are detailed in the Student Guide. For this part of the investigation you should subdivide your class into groups of four. Be certain that you don't end up with groups that are composed entirely of poor readers. The remaining activities can be done either individually, or in the groups that you identified for Activity A.

The investigation provides students with information obtained from a wide variety of sources and with experience in using original sources. A variety of formats are used to retain student interest in the investigation. The simulation format is adapted to students' relatively short attention spans. The grouping in the simulation provides an opportunity for students to develop confidence, to learn from each other, and develop self-direction. Each student has an opportunity for being a leader who reads and directs, and a follower who listens to and follows directions. The skills that are stressed in the investigation include: vocabulary, reading, comprehension, map reading, listening and following directions. There is an attempt to provide both the British and American viewpoints of the war.

You might follow the investigation with a presentation of the filmstrip-tape set entitled "Folk Songs and the War of 1812," marketed by Warren Schloat Productions, Inc., Pleasantville, NY 10570

ACTIVITY A

PROCEDURE

The two questions in the Student Guide should be discussed briefly with the class. They act as a focus for student thinking as they read through the simulation. Encourage students to identify and record information from the activity that relates to each of the points in the two questions.

A. Factors in the outcome of a battle.

1. Students will arrive at a variety of factors. Following are seven with examples of each. There are others. Accept any that seem reasonable and that students can support with an example.

   a. <u>surprise</u>: Croghan unmasking "Old Betsy" at Fort Stephenson;
   Harrison using an unexpected cavalry attack at the Thames.

   b. <u>leadership</u>: Brock's bold action vs. Hull's fearful indecision at Detroit;
   Perry's changing ships and refusing to accept defeat.

   c. <u>teamwork</u>: The near-disaster when Elliott held back in the Niagara until the sea battle was almost lost;
   The failure of Barclay and Procter to work together in destroying the ships at Presque Isle.

d. position: The advantage of a strong defensive position like Fort Meigs, where the 10 day seige did very little damage, as contrasted with the undefended position of the American forces at Raisin River, where the army was quickly cut down;
The advantage of having the "weather gauge"--first the British and later the American sailing ships.

e. weather conditions: When the warm winter led to breaking up of the ice and the American party was not able to cross the lake on the ice to destroy the British;
When the water is especially high in French Creek in the spring and early summer of 1813, allowing keel boats to bring up the cannon so that Perry's fleet finished on time.

f. discipline: Dudley's Kentucky militiamen do not follow orders to return to Fort Meigs, but chase the fleeing British and Indians, only to be drawn into ambush;
The Canadian militiamen leaving the seige of Fort Meigs because they are tired and wet and their crops need planting.

g. morale: The determination of the little band at Fort Stephenson to fight against tremendous odds and win;
The effort of the workmen and sailors at Presque Isle to get the ships over the bar before Barclay returned.

2. Below are listed several examples in each of the categories. Accept others if they are reasonable.

a. supplies

food: B12 "It is a critical time for Canada. It is increasingly difficult to find men to fight, to move them, and to feed them.

clothes: B3 "Since uniforms are not available, provide your own short coat, etc."

shelter: A2 "Tents and blankets come much later."
A10 "In poor shape on ammunition, and you fire sparingly."

b. frontier: A1, A2, A3, Hull cuts through the wilderness to the Maumee River.

c. water transportation: A16, In obtaining supplies from Pittsburgh, the Allegheny River and French Creek were used since water transportation was cheaper than overland.

d. control of the lakes: B28, Procter chooses to retreat from Amherstburg because of the unprotected position as a result of the naval defeat.

B. Simulation

Be sure that at least one or two students in each group are good readers. They can assist the less skilled readers in the group.

The simulation will take several days. Therefore, students will need to record the positions of the various markers at the end of each period of play. Have them stop about five minutes before the end of the period to do this. You might want to provide small compartmentalized boxes for each set of cards and markers. Be sure that students understand that it is their responsibility to return everything in order to this box so that the students during the following period will be able to use them.

C. Completion

It is important that students now answer items 1 and 2 in Section A. You should have a class discussion at this point so that the different groups can share information. Then allow each group to review each of the people, places, battles and terms, using the set of cards as a resource. You might want to give the class a quiz when they have completed this. The crossword puzzle in the Appendix of this guide could be used for this purpose.

ACTIVITY B — WHY DID WE FIGHT?

PROCEDURE

Keywords: tory, scalp, impressment, blockade

1. The three big, strong characters are American sailors.

2. The sorry character, the tory editor, is telling the sailors not to go to war with England.

3. Tories were Americans who were still loyal to England and to the King of England.

4. The report was presented to Congress on June 3, 1812.

Students will find the Manifesto difficult to read. You might want to do the parts of this activity that use the Manifesto as a class activity, with you reading the appropriate passages to your students.

5. Impressment is forcing men to serve aboard ship. In this case, American sailors were captured and forced to serve on English ships.

6. Great Britain needed men to man her ships.

7. A scalp is the skin and hair taken from a person after (s)he has been killed.

8. British agents are paying Indians for scalps as evidence that they have killed Americans.

9. This practice encouraged Indians to attack and kill American settlers.

10. Great Britain declared that all of the western coastline of Europe, from the Isle of Elbe to Brest, France, was closed to American ships.

11. This prevented Americans from trading in Europe, where almost all of our business was done.

12. They felt that the United States had been victimized by Great Britain.

13. The Americans, according to the report, were peaceful and trying to be patient in order to avoid war.

14. The report is written in a very biased manner as one might expect. There were provocations on the side of the Americans as well, especially in the west where Americans coveted the Canadian lands to the north.

15. The committee recommended that the United States declare war on Great Britain.

ACTIVITY C WHY DID WE WIN?

1. You can accept a variety of answers to this question. Its purpose is to focus students' thinking on the basic idea of this activity.

2. The two means of transportation are:

   a. Overland routes using Conestoga wagons.

   b. Use of keelboats on the Allegheny River and French Creek.

3. Hull traveled through wilderness; trees had to be cut, corduroy roads built, streams forded or bridged, and the Black Swamp waded. Wagons and animals got mired; food, water, medicines, clothing and shelter were scarce; mosquitoes were bothersome. There was real danger from Indians. Accept all reasonable answers.

4. Because of the lack of roads and rapid means of overland transportation, water and ships provided the most rapid means of moving supplies and military forces from one place to another. The lake, being the largest body of water, therefore, was a critical avenue for such movements and its control represented control of the northwest.

5. Accept reasonable responses. A combination of factors was responsible for the American victory. Many of the factors related to the distance of Great Britain from the front.

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Ohioana Library. Ohio in the War of 1812. Ohio Library Association, 1109 Ohio Departments Building, Columbus, 1963, 129 pp. Pictures and brief sketches of events and persons of the War

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APPENDIX

This appendix includes the following materials used in the activity:

1. A crossword puzzle that could be used as a quiz or student self-check on knowledge of terms, people and places (p. 8-10).
2. Playing pieces to be used with the game board (p. 11).
3. The master to be used for making the game board (p. 12 and panels 1-11).
4. The role cards used in the simulation (A1, B1 to A32, B32).
5. The illustrations referred to in the role cards (P1-P19).
6. The Manifesto used in Part B of the activity (9 pages).

CROSSWORD PUZZLE ACROSS (HORIZONTAL)

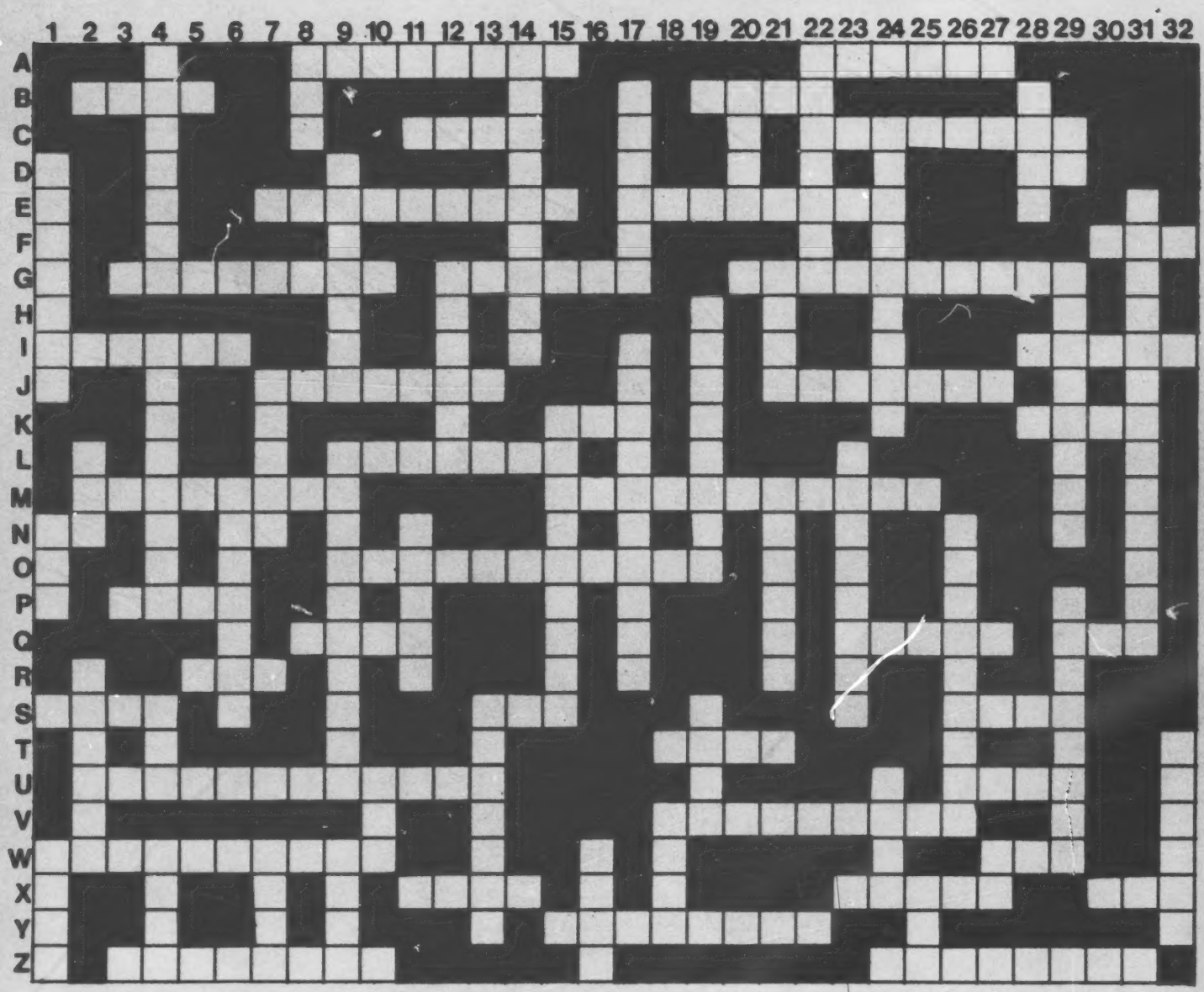
A8 Hard ship's bread.
A22 Village in Ohio where Hull's army met to start their march.
B2 A 3-masted vessel; the British Detroit was one.
B19 A lake north of Ohio; also a fort on the SW bank of the Niagara River.
C11 The first part of the ship constructed or laid; the backbone of the ship.
C22 A great Indian leader, killed at the Battle of the Thames.
E7 A short cannon first made in Scotland.
E17 A small fort on Lake Michigan, abandoned by the American garrison during the War of 1812.
F30 A strong type of wood often used in shipbuilding.
G3 Perry's flagship.
G12 A large gun or artillery weapon.
G20 The Pennsylvania town that supplied much of the materials for Perry's ships.
I1 A river where wounded American prisoners were massacred by the Indians after the battle.
I28 The one material Perry had a lot of at Presque Isle for building his ships.
J7 The commander of the British fleet.
J21 The river running between Lake Erie and Lake Ontario.
K15 A weapon like a musket or cannon.
K28 The U-shaped skeleton of the ship; wish-bone shaped pieces fastened to the keel.
L9 A barrier or obstruction across the mouth of the harbor at Presque Isle
M2 A 2-man saw used to make planks for shipbuilding.
M15 A Canadian village on the SE shore of the Detroit River.
N1 Is, are, was, were, _____, being, been. A form of a common verb.
N6 An abbreviation for the United Kingdom.
O9 Place where Perry's ships were built; old name for Erie, PA.
P3 A 2-masted, square-rigged vessel of war, like the Lawrence or Niagara.
Q8 What all men feel during battle.
Q23 The name of the large swamp in NW Ohio.
Q29 A paddle, a wooden object used to move a small boat through the water.
R5 What the sailors had to do to get Perry from the Lawrence to the Niagara.
S1 The high pole to which sails are attached.
S13 A whip used to discipline sailors; a _____ of 9 tails (an animal).
S26 A bad defeat.
T18 "We have met the enemy, and they are _____."
U2 The village on the Thames in Canada where Harrison defeated Procter.
U26 What Usher Parsons hoped to do for each patient.
V18 The small American naval yard near Buffalo.
W1 The village along the west bank of the Detroit River where Van Horne was ambushed by the Indians.
W27 This helped Perry get his 5 converted trading ships from Black Rock to Presque Isle and escape from Barclay.
X11 The end of Lake Erie where you would find the Niagara River; a direction.
X23 What Perry was after the Battle of Lake Erie.
X29 A piece of canvas or cloth that catches the wind to move a ship.
Y15 Forcing string and oakum in cracks to make a ship water-tight.
Z3 A fence of upright logs used in building a fort.
Z24 To cut off an arm or leg that is badly injured.

CROSSWORD PUZZLE
DOWN (VERTICAL)

1D Soldiers mounted on horses, such as the Kentuckians at the Battle of Thames
1N The front of a ship.
1W South _____Island, where Put-In-Bay is.
2L Procter marched on it to get from Malden to the Raisin River.
2R A caulking tool, used to drive string and oakum into cracks.
4A A group of citizen soldiers enlisted for a short time for a particular purpose.
4I A 2-masted, fore-aft rigged trading ship.
4S A black sticky substance, used to treat rope and sailor's pigtails; a nickname for a sailor.
4S The side of the lake where the Battle of Lake Erie was fought; a direction.
6M Usher Parson's profession.
7J The British General killed in the Battle of Queenston.
7W A zig-zag path used by sailing ships when sailing into the wind.
8A Sometimes this kind of shot was fired into a magazine to make it explode.
9D The British general defeated in the Battle of the Thames.
9L The fort where Croghan was a hero.
9W What Perry's ships used for power.
10U The weight of cargo that would fit into 40 cubic feet of hold in a ship.
11N The commodore or commander of the American fleet in Lake Erie.
12G A river near Amherstburg (east of the Detroit River) where Hull's campaign stopped.
13S The kind of cloth sails are made of.
14A A NW Fur Company ship stolen by the Americans in a raid and made part of Perry's fleet.
15K Small balls sewn into a quilted bag that explode from a cannon like a shotgun blast.
16W Cross-bars attached to masts to hold sails.
17B The British fort on the Detroit River at the village of Amherstburg.
17I The American general defeated and captured at the Battle of the Raisin River.
18V The round iron sphere shot by a cannon.
19M The American who headed the unit ambushed at Brownstown by Tecumseh and the British.
19S The American general who surrendered Fort Detroit without a shot fired.
20B The back of a battle formation.
21G A very expensive material for Perry's ships, used for nails, shot, etc.
21M The young captain beseiged by Indians at Fort Harrison, and who much later became President of the U.S.
22A The major American fort in the Northwest; Hull surrendered it.
23L Chosen as an island base by Perry for the fleet.
24C A type of wagon drawn by 6 strong horses and used to carry loads.
24U Cordage; long strands of twisted hemp used to control sails.
25X Sometimes the only anesthetic a doctor had on shipboard.
26N The American Naval base across the Niagara River from Port Erie.
28B Material from which rope is made.
29G Victorious American general at the Battle of Thames. Later became President of U.S.
29P The fort built along the Maumee River; Harrison's major base in NW.
31E The general who commanded the New York militia and other units that were defeated in the Battle of Queestown Heights.
32T The scows used to help lift Perry's ships over the sandbar.

Words used in the puzzle are:

AMHERSTBURG	BROWNSTOWN	CONESTOGA	GRAPESHOT	KEEL	PITTSBURGH	SAIL	TECUMSEH
AMPUTATE	CALEDONIA	CROSSCUT	GUN	LAWRENCE	PRESQUE ISLE	SANDBAR	TON
BALL	CAMEL	CURL	HAMMER	MALDEN	PROCTER	SCHOONER	TREES
BARCLAY	CANARD	DAYTON	HARDTACK	MAST	PUT-IN-BAY	SHIP	UK
BASS	CANNON	DEARBORN	HARRISON	MILITIA	RAISIN	SPAR	VAN HORNE
BE	CANVASS	DETROIT	HEMP	MORAVIANTOWN	REAR	STEPHENSON	VAN RENSSELAER
BLACK	CARRONADE	EAST	HERO	NIAGARA	RIBS	STOCKADE	WEST
BLACKROCK	CARRONADE	ERIE	HOT	OAK	ROPE	SURGEON	WINCHESTER
BOW	CAT	FEAR	HULL	OAR	ROUT	TACK	WIND
BRIG	CAULKING	FOG	ICE	OURS	ROW	TAR	
BROCK	CAVALRY	FORT MEIGS	IRON	PERRY	RUM	TAYLOR	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Y
Z

PLAYING PIECES

Following the patterns given, cut pieces from construction paper, cardboard or fiberboard. Cardboard or fiberboard could be colored or painted as indicated.

1. Make 4 playing pieces (1 for each member of the 4 person group) to indicate moves.

   a. 2 of this shape:

   1 blue for the American Navy
   1 red for the British Navy

   b. 2 of this shape:

   1 blue for the American Army
   1 red for the British Army

2. Make 25 yellow house pieces to indicate villages:

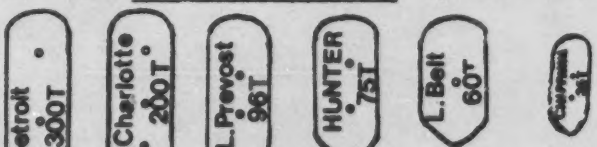
3. Make 30 brown forts to indicate forts:

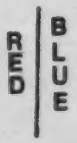
4. Make 12 red circles for British won battles:

   Make 12 blue circles for American won battles:

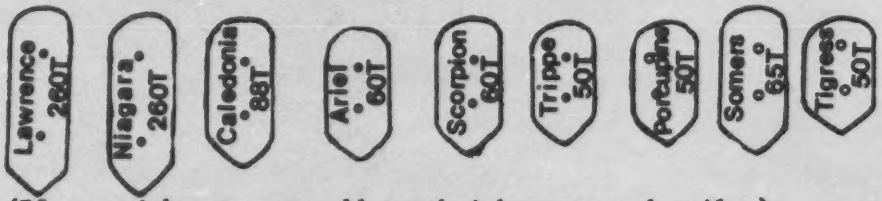
   Make 12 circles which are half red and half blue to indicate battles that were indecisive.

5. Make 6 red British ships by the following patterns:





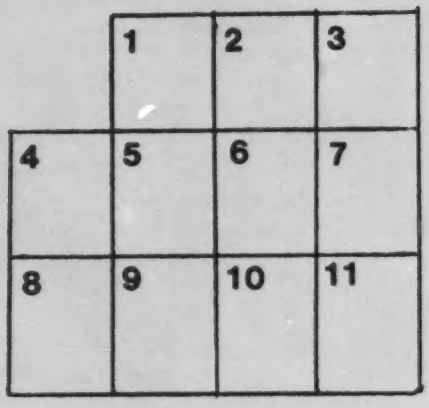
6. Make 9 blue American ships by the following patterns:



(If you wish, you may add toothpick masts and sails.)

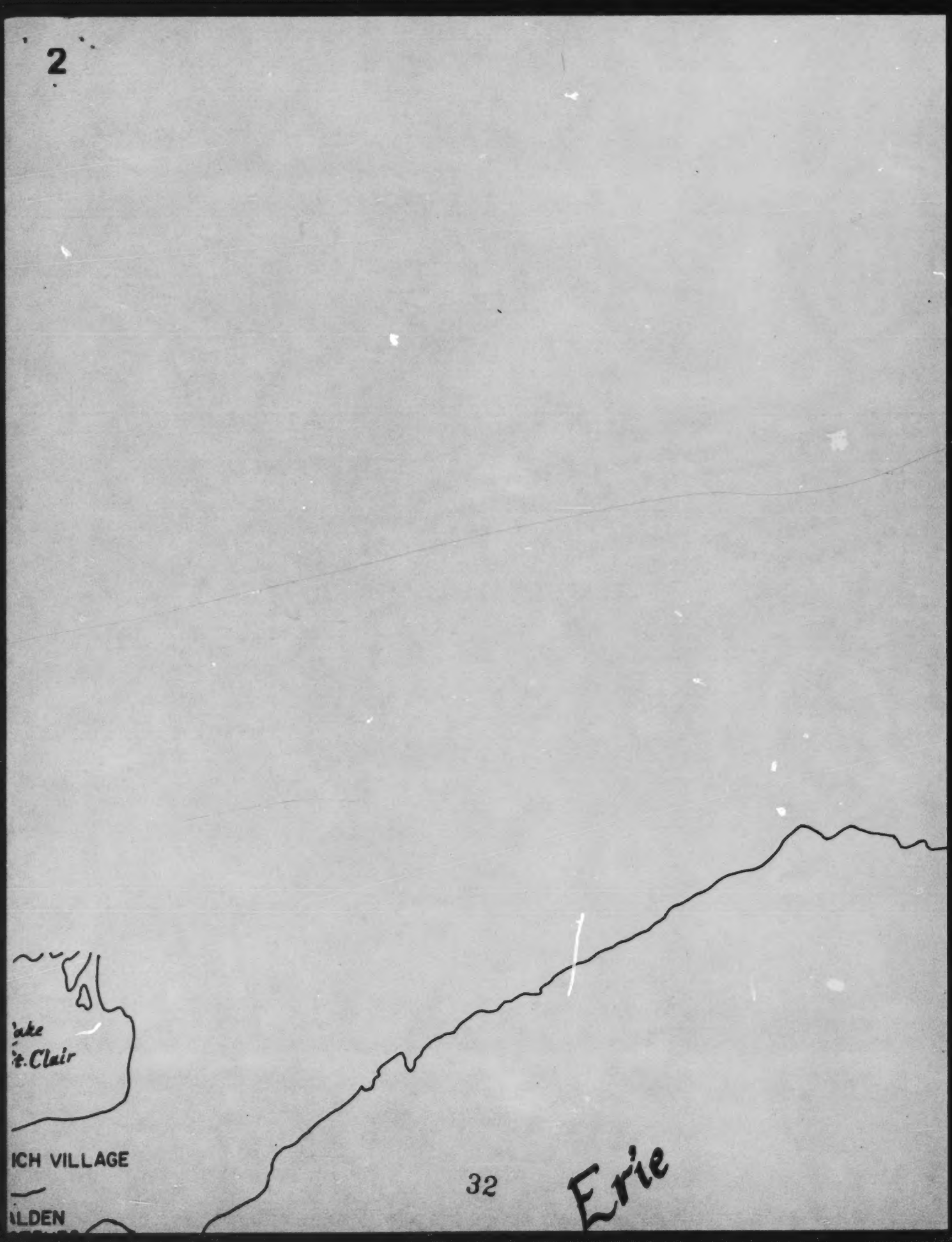
GAME BOARD - MAP OF LAKE ERIE REGION

You will need to duplicate and assemble the eleven sheets that make up the game board. Once it has been put together it should be mounted on poster board and/or laminated in plastic. The sheets are numbered according to the following grid:

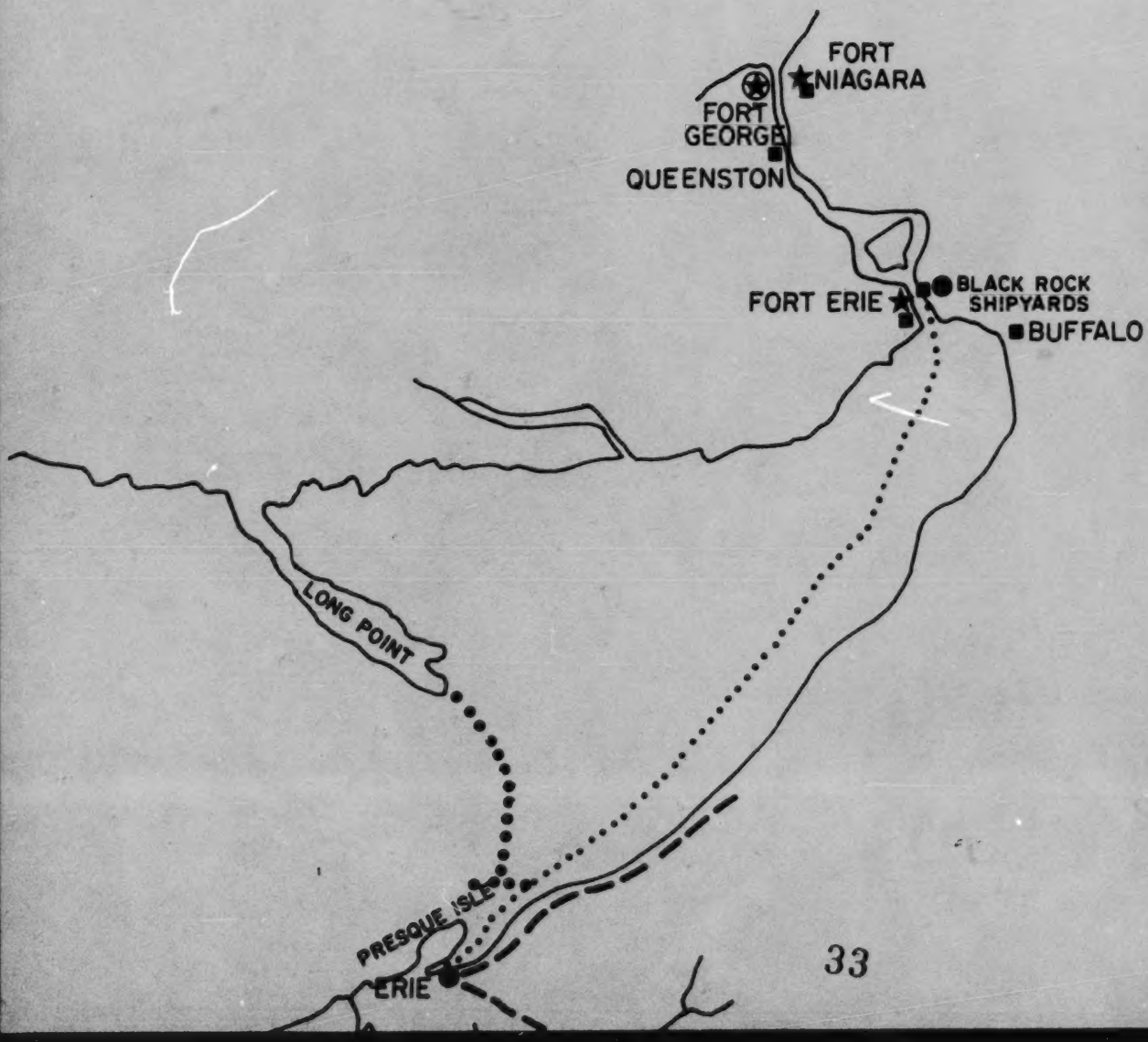


The numbers appear in the upper left hand corner of each sheet. When properly positioned the sheets will overlap those to the right and those below. You can trim off the excess white margins to reduce the size of the game board.

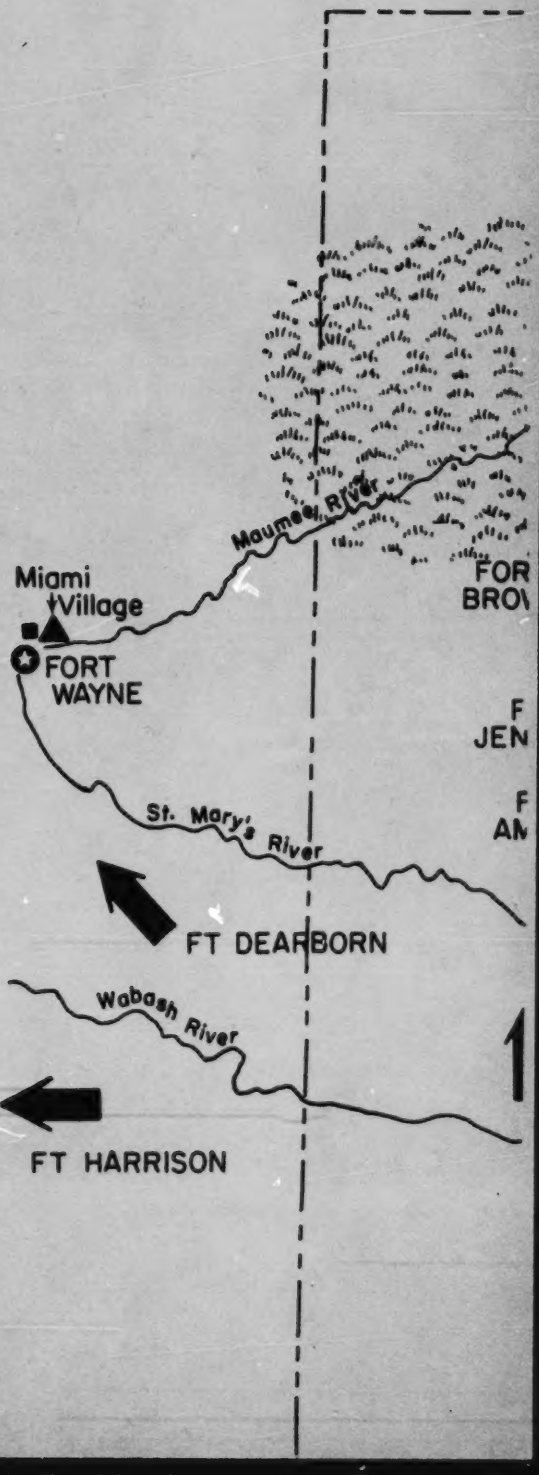
Lake
St. Clair
FORT
DETROIT
SANDWICH VILLAGE
MAGUAGA
FORT MALDEN
AMHERSTBURG
BROWNSTOWN

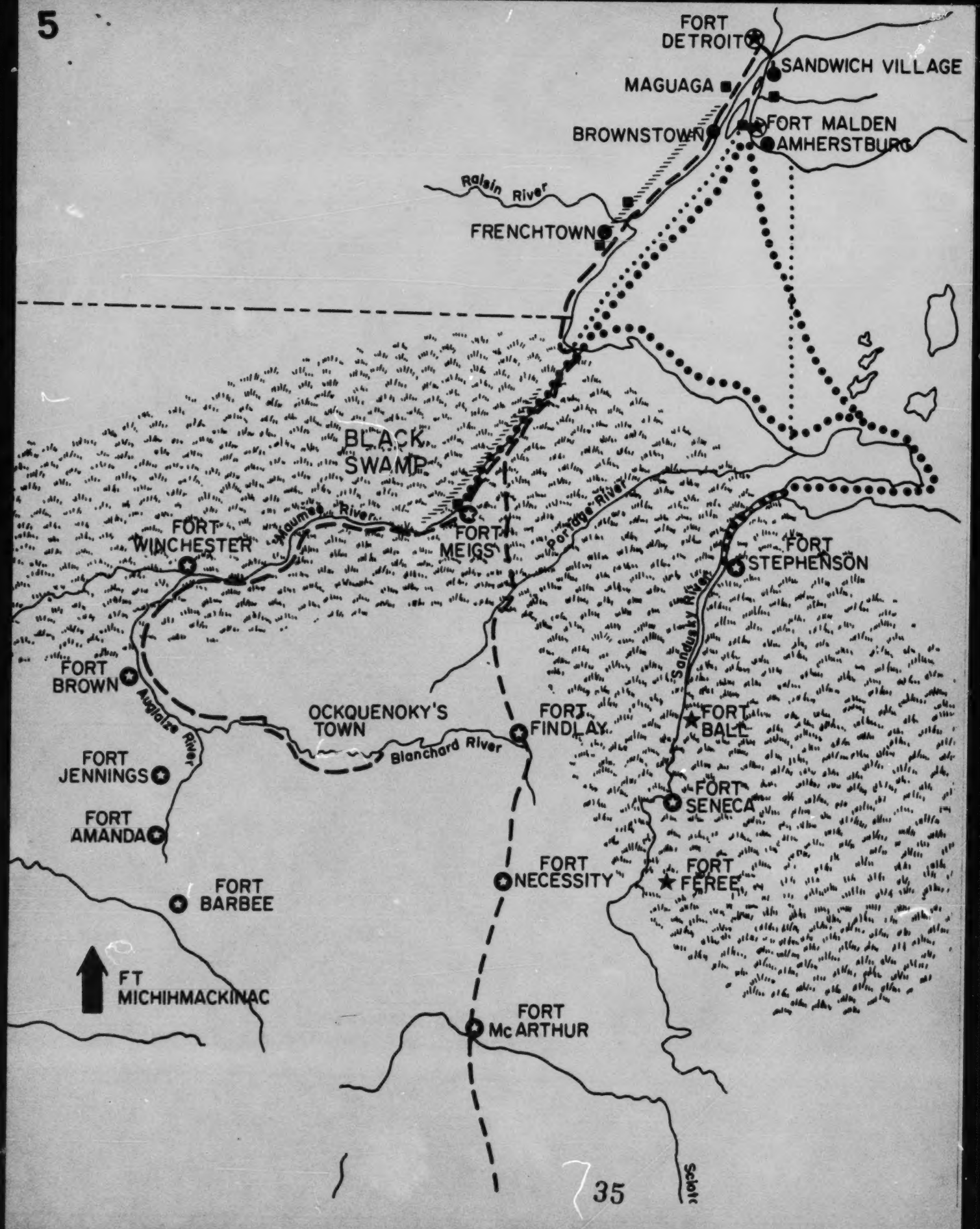

ake
t. Clair
ICH VILLAGE
ILDEN
32
Erie

3


FORT NIAGARA
FORT GEORGE
QUEENSTON
FORT ERIE
BLACK ROCK SHIPYARDS
BUFFALO
LONG POINT
PRESQUE ISLE
ERIE

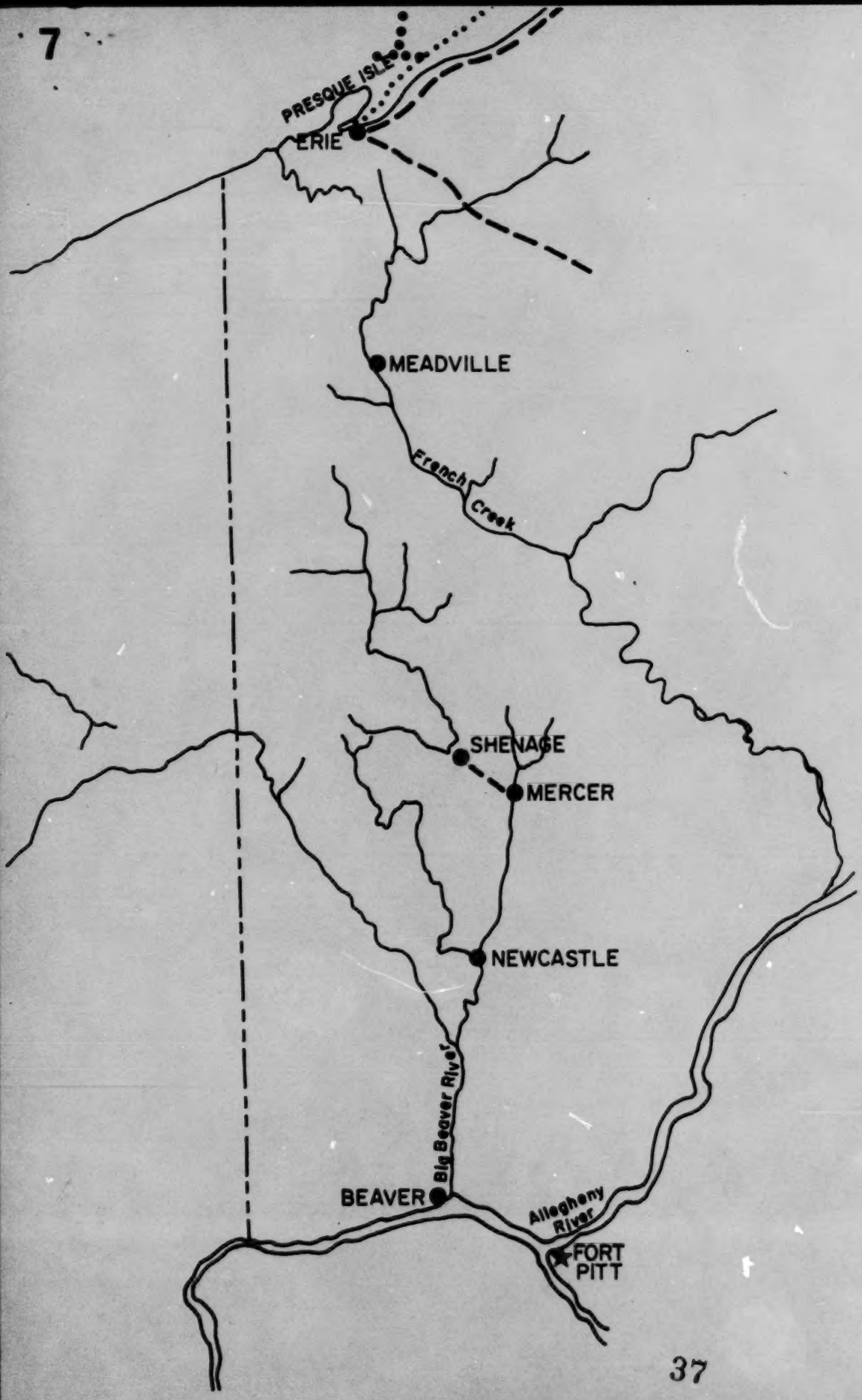
4.


Maumee River
Miami Village
FORT WAYNE
St. Mary's River
FT DEARBORN
Wabash River
FT HARRISON

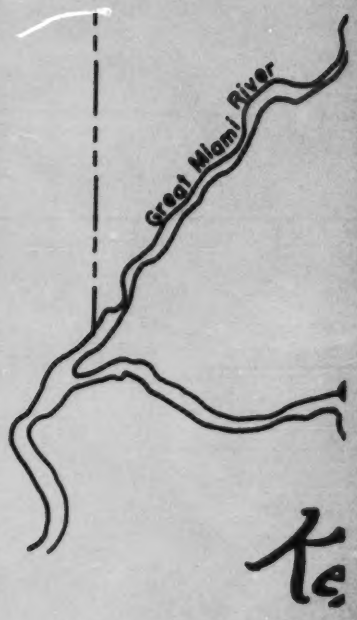

5
FORT DETROIT
SANDWICH VILLAGE
MAGUAGA
BROWNSTOWN
FORT MALDEN
AMHERSTBURG
Raisin River
FRENCHTOWN
BLACK SWAMP
Maumee River
FORT WINCHESTER
FORT MEIGS
Portage River
Sandusky River
FORT STEPHENSON
FORT BROWN
Auglaize River
OCKQUENOKY'S TOWN
FORT FINDLAY
Blanchard River
FORT BALL
FORT JENNINGS
FORT SENECA
FORT AMANDA
FORT NECESSITY
FORT FEREE
FORT BARBEE
FT MICHIHMACKINAC
FORT McARTHUR
Scioto
35

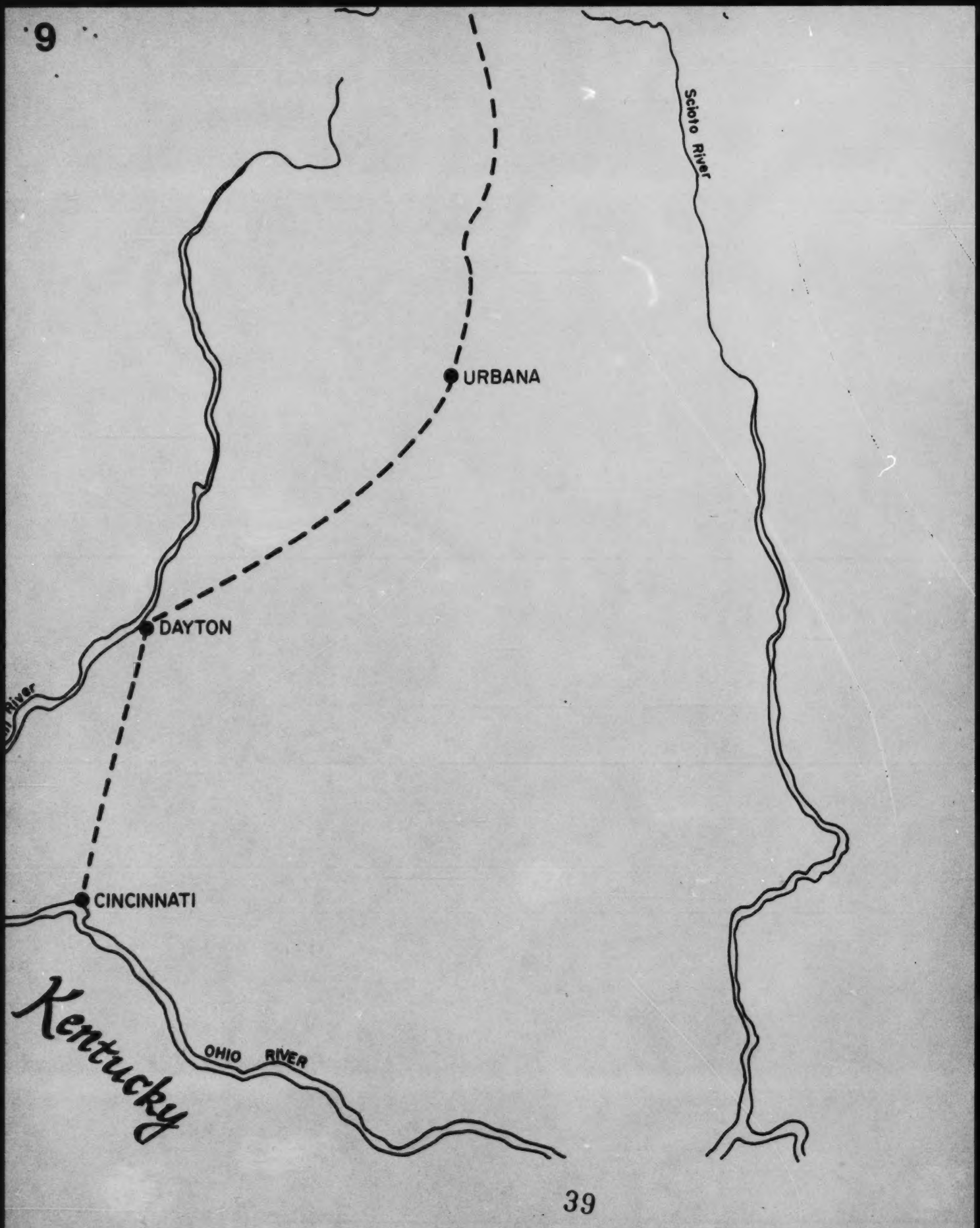
6
I VILLAGE
DEN
BURG
Lake
Erie
CLEVELAND
Cuyahoga River
N
Ohio

7


PRESQUE ISLE
ERIE
MEADVILLE
French Creek
SHENAGE
MERCER
NEWCASTLE
Big Beaver River
BEAVER
Alleghany River
FORT PITT

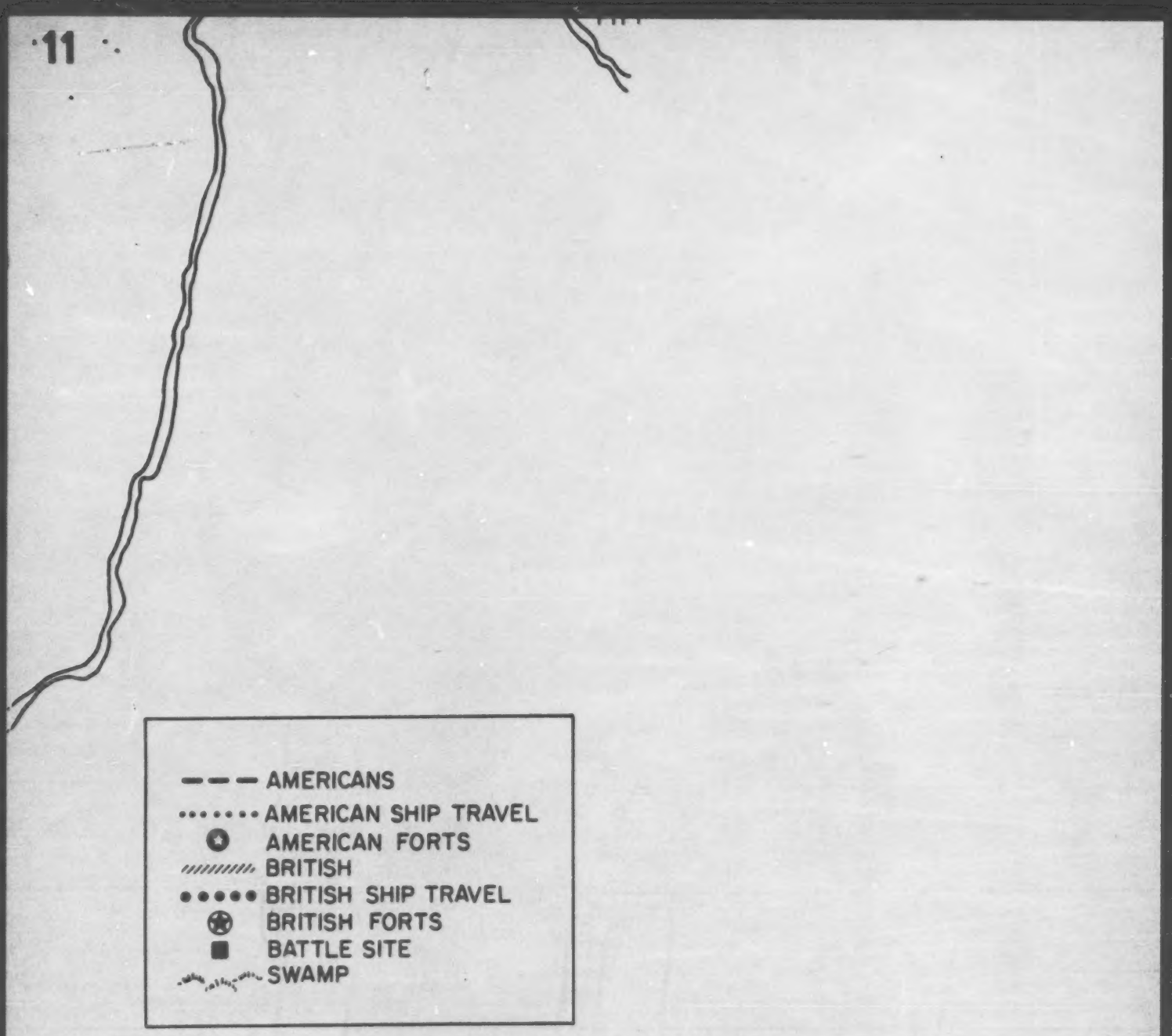
8




9
Scioto River
URBANA
DAYTON
CINCINNATI
Kentucky
OHIO RIVER

10

Ohio


11
AMERICANS
AMERICAN SHIP TRAVEL
AMERICAN FORTS
BRITISH
BRITISH SHIP TRAVEL
BRITISH FORTS
BATTLE SITE
SWAMP

A1. AMERICAN PREPARATIONS FOR WAR

You are General William Hull, a 59-year old veteran of the Revolution, a Massachusetts judge and senator, and Governor of the Michigan Territory. You reluctantly accept an offer to command the Army of the Northwest, and meet your army of 3 Ohio Militia units and the 4th Regiment of regulars in Dayton. From there you decide to cut a road north through the wilderness to the Maumee River, and then go around the west end of Lake Erie, north to Fort Detroit. You get permission of the tribes to march through their territory. After a rousing speech, you start off toward the lake with your musical band behind you.

See picture, Figure P1.
See map, Figure P2.
Trace route with finger from Dayton to Detroit.
Place markers for Dayton and Urbana.

A2. AMERICAN PREPARATIONS FOR WAR

You are a militiaman of the 1st Ohio Regiment under Colonel Duncan McArthur. Your unit has the job of cutting the road from Urbana north to the Scioto River. All frontiersmen are axemen, so the regiment is able to clear 10 miles a day. Each night you get daily rations of flour, pork or beaf and salt. You knead the flour and water into dough, coil the rolls of dough around a pole, and bake over a fire. Meat is broiled over an open fire or made into soup or stew in a kettle. Tents and blankets come much later. At the Scioto crossing, you build a small fort, enclosing one-half acre with a block-house on the NW and one on the SE corner. It is named Fort McArthur.

See map, Figure P2.
Move game pieces from Dayton to Fort McArthur.
Put fort marker at Scioto crossing.

A3. AMERICAN PREPARATIONS FOR WAR

You are an Ohio militiaman from Cincinnati. You travel the Wilderness Road 20 miles past Fort McArthur to Fort Necessity, and on to Fort Findlay on the banks of the Blanchard River, where you build a square fort, 30 yards on a side with a 10 ft. high stockade; blockhouses on each corner and a ditch in front. You now enter a region called the Black Swamp. It is 120 miles long and 40 miles wide; as big as Connecticut. It is a flat, poorly drained, old glacial lake bed. Often you wade in water to your waist. Wagons get stuck; animals get mired to their bellies. The water tastes of sulfur, and there are clouds of mosquitoes. One of every four men is sick. It takes from June 1 to 28 to reach the Maumee from Dayton.

See map, Figure P2.
Place fort markers: Necessity, Findlay, Portage River.
Move game piece to Maumee River.

B1. BRITISH PREPARATIONS FOR WAR

You are Major-General Issac Brock, not only military commander of all troops in Upper Canada, but also the civilian head of government for Upper Canada. You were born in 1769, of an old respected family on the channel islands of Guernsey, between England and France. You become a professional soldier at 16, serving in Britain, the West Indies, Holland and Denmark, before coming to Canada in 1802. It is mainly your planning, leadership, vigorous action and brave fighting that help Britain do so well in the early part of the war. You establish your headquarters at Fort George.

See Figure P2.
Place fort marker at Fort George.

B2. BRITISH PREPARATIONS FOR WAR

You are Lieutenant John Richardson. Born at Queenston on the Niagara River, your father was a doctor with the Queen's Rangers. You were educated at Amherstburg and became a "gentleman volunteer" in the 41st regiment at the age of 16. The 41st "Welsh" Regiment, which saw more fighting than any other in the early part of the war, was one of four regiments of British regular soldiers in Canada. Brock later said if he stretched out his regular troops along the long Canadian-U.S. border, he would have about two men per mile. A very thin red line indeed. You are stationed at Fort Malden.

See Figure P19.
Place fort marker on Fort Malden.

B3. BRITISH PREPARATIONS FOR WAR

You are Thomas Vecheres de Boucherville, a French-Canadian from near Montreal, who at 20 started a store at Amherstburg. When Hull threatens invasion of Canada, you join a militia regiment of light infantry. Since uniforms are not available, you are to provide your own "short coat of dark-colored cloth made to button well around the body and pantaloons suited to the season with the additon of a round hat." Militiamen are used to transport military supplies, to garrison posts, and to guard key points. They are important fighting units. Regulars sometimes look down on you.

See Figure P2.
Place marker on Amherstburg.

A4. AMERICAN PREPARATIONS FOR WAR

At the Maumee an express rider from Chillicothe tells you, General Hull, that war was declared on June 18. You quick march around the west end of the lake, fearful of an Indian attack. Finally, on July 5 you arrive at Detroit, the most important American fort in the Northwest. Here water from Lake Huron channels through the small Lake St. Clair into the Detroit River at the northwest end of Lake Erie. The fort stands on the highest ground west of the river. It is square, well fortified, with high, double stockades, ditch and outer pickets. It is bristling with heavy guns and well supplied with powder and shot. Below is a town of several hundred brick and log buildings and 700-800 inhabitants. You begin your final preparations for the invasion of Canada.

See picture, Figure P1.
Study map, Figure P3.

A5. AMERICAN BATTLE CARD

Detroit, August 16, 1812.

You are General William Hull. After losing several battles in Canada, you have pulled back to Detroit. Your supply lines are cut. The British completely control Lake Erie. Fort Michilimackinac has fallen, leaving the northwest frontier completely open to swarms of Indians who will now join the British. Food, medical and military supplies are very limited. The fort is full of women and children and is under heavy attack from across the river. You don't trust your own militia colonels who are ready to mutiny. You surrender. Later you are courtmartialed and found guilty, but the President pardons you from the death penalty.

Bring game piece back to Detroit.
Place battle marker.

A6. AMERICAN BATTLE CARD

Frenchtown, January 18, 1813.

You are Colonel Lewis. You, with 700 men, are sent by General Winchester, the general who replaced Hull, to the Raisin River to protect French families sympathetic to the Americans. They are being harassed by the British and Indians. You also hear that the British are going to ship all food supplies from here to Fort Malden. You march mostly on the ice of Maumee Bay and Lake Erie. Battle lines form just south of Frenchtown. The battle is hotly fought. The British gradually retreat into the woods. Twelve Americans are killed and 55 wounded. You send news of victory to Winchester. You settle into the town to wait for reinforcements.

See maps, Figures P2 and P4.
Place battle marker.

B4. BRITISH PREPARATIONS FOR WAR

You are Tecumseh, an Indian legend in your own time. You feel a hatred for the Americans, whom you feel have stolen from and lied to the Indians. You therefore join the British and use your leadership to bring with you many Indian tribes. This is the Indian's last stand against the whites after losing many battles. Your Indians like to fight from ambush and in quick attacks rather than from the line formations and long sieges used by the whites. Afterwards, Indians go home to celebrate with their loot and captives. Their cruelty sometimes embarasses you and your British allies.

See picture, Figure P11.

B5. BRITISH BATTLE CARD

Surrender of Detroit, August 16, 1812.

You are General Brock. You arrived at Amherstburg on August 13 after a journey from Fort George of five days in an open boat on Lake Erie. You rebuild Canard Bridge, place batteries at Sandwich, and start shelling Fort Detroit across the river. Your forces cross the river unopposed under the covering guns of the ships Queen Charlotte and General Hunter. You and your 750 men march up the road in formation in face of loaded cannon and a heavily armed fort. Knowing that you could not control the Indians without immediate surrender, you take quick, decisive action that puts the fort in your hands without a shot. You are surprised and pleased.

With game piece trace route to Detroit from Fort George.
Place battle marker.

B6. BRITISH BATTLE CARD

Frenchtown, January 18, 1813.

You are Major Reynolds with a unit of 100 regulars and about 400 Indians. You are encamped in Frenchtown, a village of 33 families living in log cabins. It is on the Raisin River, named for the grapes grown in the region. Your howitzer, a short gun that throws bombs, was taken by a large number of the enemy making a determined advance across the river. After two hours of fighting, you are driven back into cover of trees and fallen timbers. The Americans fall back to the warmth and comfort of the town.

See Figures P2 and P4.
Place battle marker.

A7. AMERICAN BATTLE CARD

Raisin River, January 22, 1813.

You are General Winchester. You realize Lewis is in a dangerous position, just 18 miles across the Detroit River from Fort Malden. You hurry with 300 reinforcements, arriving on the afternoon of the 20th. You establish headquarters in the Navarre house, south of the river, one-half mile from the troops. It is very cold. Spies are not sent out; fortifications are not built; ammunition is not divided. On the 21st, the approach of a British force is reported three different times. You do not believe the reports. Later you are awakened by bombs and a charge of regulars and Indians. The surprise attack of the unfortified position leads to slaughter, retreat, and rout. Death and mutilation are on all sides--290 are killed and missing--600 are prisoners--only 33 escape.

See Figures P4 and P5.
Place battle card.

B7. BRITISH BATTLE CARD

Raisin River, January 22, 1813.

You are General Procter. You interrupt a dance at Malden, and collect your total disposable force of 500 troops, 800 Indians and three 3-pounders to march across the frozen Detroit River. The attack is evidently a complete surprise. Thereafter, with fierce Indian attack, retreat becomes a rout. Many of the enemy are scalped by Indians. You lose 24 rank and file and 11 officers. One-hundred-fifty-eight are wounded. Almost the entire American army, including General Winchester, is killed or captured. This ends the second major offensive of the Americans.

See Figures P4 and P5.
Place battle card.

A8. AMERICAN BATTLE CARD

Raisin River Massacre, January 23, 1813.

You are William Atherton, a Kentucky volunteer. You are wounded in the shoulder in the battle and captured. General Procter promises a guard and protection for the wounded, until sleds can be sent. Major Reynolds and three interpreters leave in the night. Indians return drunk. They loot, massacre and burn the village. As you are able to walk, you are taken prisoner by an Indian. You are in constant fear of being killed. There is unending travel, hunger and cold. You are well treated and adopted by the tribe. You are finally sold at your request to a Frenchman. He gives you to the British, who imprison you for 1½ years.

See Figure P5.

B8. BRITISH BATTLE CARD

Raisin River Massacre, January 23, 1813.

You are a young British regular set to guard prisoners at Malden. You have more prisoners than soldiers to guard them, so the wounded are left with guards until tomorrow. The unwounded are put in temporary pens until they can be sent up the Thames River to Burlington Heights and Niagara Falls to be exchanged. The general wrote, "The zeal and courage of the Indian department were never more conspicuous." Americans criticize the Indians, but if you fight a wildcat, you can expect to be scratched.

See Figure P5.

A9. AMERICAN BATTLE CARD

Siege of Fort Meigs, April 29-May 9, 1813.

You, General Harrison, decide you need a fort in northern Ohio. It will be a storage depot for supplies and a base for an attack on Malden and Detroit. You build Fort Meigs at the rapids of the Maumee. It is a large, well-fortified camp, with eight blockhouses, four magazines and a protective ditch. You had hoped for a winter campaign on Malden and in February sent out Captain Langham to burn the ships trapped in Amherstburg harbor by the ice. Langham, however, found the weather warmer than usual and the ice breaking up. He returned to the fort, unable to cross on the ice. You were sure Fort Meigs would be the center of the Spring offensive. It is.

See Figures P6, P7 and P8.

B9. BRITISH BATTLE CARD

Siege of Fort Meigs, April 29-May 9, 1813.

You, Proctor, start your invasion on April 23 with 520 regulars, 460 militia, and over 1,500 Indians under Tecumseh. You promise the Indians land in Ohio and Michigan and the almost unlimited stores in the fort. You promise Tecumseh that he can have Harrison, whom he hates because of the battle of Tippecanoe. You promise the militia the campaign will be short, decisive, and profitable. You arrive on April 28 at the mouth of the Maumee by means of a brig, several smaller ships and some gunboats. You first set up your heavy batteries opposite the fort. Two-hundred men and oxen work all night to pull the heavy cannon through the mud to the high point overlooking the fort.

See Figures P7 and P8.

A10. AMERICAN BATTLE CARD

Siege of Fort Meigs, April 29-May 9, 1813.

You and your fellow soldiers, seeing the positioning of the British artillery, begin to dig a long traverse (mound) diagonally through the camp. You dig out holes as shelters from cannon balls and bombs. At the battle starts you are in pretty good shape on food and water, but in poor shape on ammunition. You fire sparingly. The rain is a real problem, because soon the holes fill and are unusable. Men are sick. There is not enough firewood. The British are pouring in 300 to 500 rounds of shot, day and night. The fort is far from reinforcements and completely surrounded by the enemy.

Study Figures P6, P7, P8 and P12.

B10. BRITISH BATTLE CARD

Siege of Fort Meigs, April 29-May 9, 1813.

The next morning a heavy cannonade begins and continues almost without stop for five days and nights. The activity is directed against the powder magazine, which is bombarded with hot shot. You can see the besieged frantically piling dirt on top of the magazine to protect it. Because of constant rain the fires are soon put out. Even so, every one of the enemy batteries are soon silenced. Some of the 41st regiment cross the river and position another battery, which sets up a crossfire. Indians climb high trees and fire at those within the fort.

Study Figures P7 and P12.

A11. AMERICAN BATTLE CARD

Siege of Fort Meigs, May 5, 1813.

You are Harrison. You hear that Green Clay and Kentucky militiamen are coming to relieve the fort. You send orders for one group to land on the west bank and to spike the enemy battery. They are to return immediately to the fort. Another sortie is made to silence the other battery. The scheme works, but the Kentuckians are over-enthusiastic and chase the British and Indians into the woods. You, watching from the ramparts cry, "They are lost. They are lost. Can I never get men to obey orders?" Too late they realize that they have been drawn into an ambush. They are surrounded and killed or captured.

Study Figures P6, P7 and P8.
Place battle marker.

B11. BRITISH SHIP'S PERSONNEL

You are a gunner. You cast off lashings, haul gun in, raise support, sponge bore, ram powder cartridge down bore, and ram shot home. You then ram a wad of rope down the bore to hold the charge in place. You prime the touchhole with fine powder and pull the cartridge covering through the touchhole so that the priming will set off the charge. You run the carriage forward so that the muzzle sticks out of the gunport. You raise or lower the aim with a wooden wedge under the barrel. Stand to the right as you touch the powder in the touchhole with a slow match. The explosion will force the cannon to recoil backward instantly with great force.

A12. AMERICAN THE SIEGE ENDS

The enemy, unable to take the fort, finally leaves, and the fort goes back to its normal routine. You are able to clear and cut trees for repairs and firewood, repair pickets and build new magazines, shoot marks and take guard duty, clean up the camp, equipment and yourselves to pass parade inspections. You even have time to fish and tend small gardens of lettuce, radishes, onions, peas and bean to supplement your diet. A court martial today finds a man guilty of deserting and of threatening to blow up the magazine. He is sentenced to solitary confinement to wear a ball and chain, to shave one-half of his head, to ride a wooden horse (a bent over sapling) and to be drummed out of camp in disgrace.

Study P8.
Place battle marker.

B12. BRITISH .THE SIEGE ENDS

The Indians, with a taste of loot and blood, melt away toward their homes with their captives, except for a few under Tecumseh. Most Indians do not like this kind of siege fighting and are bored and frustrated because the fort still stands undamaged. The militia, too, begins to desert. Conditions are terrible. Most have no tents or blankets. It has not been a quick, easy, victory. The militia is discouraged, besides, the crops need to be planted at home. Proctor loses one-half his militia; he says he'll never use militia again. After 10 days of siege, he packs up and goes back to Malden.

See Map, P17.
Move game piece to Malden.
Place battle marker.

A13. AMERICAN BATTLE CARD

Second siege of Fort Meigs, July 25-28, 1813.

You, Harrison, are not at Fort Meigs at the time of the second siege. Instead, you've gone to Fort Seneca so that you can rush reinforcements either to Fort Meigs or to Fort Stephenson, depending on where and when the attack comes. This time the attackers try to trick the Americans. Since their guns are not strong enough to beat down the walls, their plan is to get the Americans to come outside. Tecumseh and the British, out of sight of the fort but within hearing distance, wage a mock battle. The Americans are supposed to think that reinforcements are being attacked just outside the fort and come to their rescue. Fortunately, Green Clay suspects a trap and will not come out, and Tecumseh's plan fails.

See Figure P7.
Place fort markers for Forts Feree, Seneca, Ball and Stephenson.
Place battle marker.

A14. AMERICAN BATTLE CARD

You are Captain George Croghan, 21-year old veteran of the Battle of Tippecanoe and nephew of George Rogers Clark. You are in command of Fort Stephenson. The fort has only 160 men and one six-pound gun called "Old Betsy." Harrison orders the fort abandoned, but changes his mind when he realizes the woods are full of Indians and that it is too late to retreat. Heavy British guns pound the NW corner, the weakest part of the fort. You reinforce walls with bags of sand and flour. You stop firing your six pounder. You hide it near where they will attack. When the British are in the ditch, you unmask the gun and rake them with deadly fire. The British leave defeated. You are an instant hero.

See Figure P7 and P9.
Place battle markers.

A15. AMERICAN SUPPLYING A FLEET

Your name is Daniel Dobbins, one of the best navigators on Lake Erie. Before the war you traded salt, whiskey, and furs. You suggested Presque Isle (Erie, Pa.) as the best harbor on the lake for shipbuilding. It is deep and large (eight square miles). It is also protected by a peninsula with a sand bar at the mouth so British ships cannot ent - to attack unfinished ships. (The French name Presque Isle means "almost island," that is peninsula.) In September, 1812, you are appointed a "sailing master" of the U.S. Navy. Your job, supply officer and purchasing agent, is a very difficult one indeed in a young industrial country with very bad roads.

See map, Figure P19.
Put village marker at Erie or Presque Isle.

B13. BRITISH BATTLE CARD

Second siege of Fort Meigs, July 25-28, 1813.

It is a critical time for Canada. It becomes difficult to find men to fight and to move and feed them. You, Procter, feel it is necessary to risk expeditions against the enemy to cripple his invasion plans and to encourage the Indians. It is essential to keep control of the lake. Therefore, when you get reinforcements from the 41st, you start for Fort Meigs with 400 soldiers, some 6-pounders and Tecumseh and his Indians. When a trick to get the Americans outside the fort does not work, you get in your boats and go by lake to Fort Stephenson, a smaller and weaker fort on the Sandusky River. Tecumseh and his Indians go overland to wait in ambush should Harrison come with reinforcements.

See Figure P7.
Place battle marker.

B14. BRITISH BATTLE CARD

Fort Stephenson, August 1st and 2nd, 1813.

You are a British soldier, one of 400 of the 41st regiment. You come by gunboat to Fort Stephenson, to join Tecumseh and his 2,000 Indians. You see five six-pounders and a howitzer pound the fort for 24 hours. Three guns are moved closer. The walls are not breached, but the one fort gun is silenced. Procter sends Colonel Short with men to climb walls while 200 genadiers make a feint at the south wall. When your group is in the ditch ready to climb the pickets, a hidden gun port is opened and a cannon rakes the ditch, killing or wounding almost all the attackers. In the night you crawl from the ditch, get to the boats and find a bottle of whiskey to help pass the time on the way back to Malden.

See Figure P7 and P9.
Place battle marker.

B15. BRITISH BUILDING A FLEET

You are the master shipbuilder at Amherstburg. The fleets on Lake Erie are small, wooden, sailing ships with 3, 2, or 1 masts. Wood comes from trees near the lake: oak for ribs and planks; pine for spars and decks; and ash for oars. Since time was short, the wood was green and not aged properly. First, the keel (a backbone for stability) is laid on blocks near the shore. Next, the U-shaped ribs are fastened along the keel. This skeleton of the ship is propped upright by stocks or supports.

On map on P19, locate Erie and Malden (Amherstburg).
See picture P18.

A16. AMERICAN SUPPLYING A FLEET

You, Dobbins, get powder and naval supplies from Buffalo, canvas and sails from Philadelphia, but your best source of supplies is Pittsburgh, a smoky, industrial town of 6,000 people, 130 miles south. Here are rope-walks, cotton and fulling mills, glassworks, metal shops and foundaries. Heavy materials can be shipped up the Allegheny River to French Creek in keel boats, if the water is high enough. Luckily, the water is unusually high. Water transportation is cheaper than overland, since roads are very bad.

On Map, P19, locate Buffalo to NE, Philadelphia to SE, Pittsburgh, Allegheny River to South.

A17. AMERICAN SUPPLYING A FLEET

You are Noah Brown, Superintendent of Construction at Erie. It is your job to get the shipjoiners, caulkers, carpenters, sawyers, blacksmiths, and other workmen from New York, Philadelphia, Sackett's Harbor and Newport, a long difficult journey. You have no trouble getting axemen, sawyers and wagoneers, but for others you must pay top wages: blacksmiths $2; ship's carpenters $1.75-$1.50; carpenters $1.25-$1.00; sawyers $1.50-$.80; axemen $.62-$.50 per day. You have good ideas and are fair and the men like you and work hard for you.

On map P19, locate Philadelphia and New York to SE, Sackett's Harbor at the east end of Lake Ontario.

A18. AMERICAN SUPPLYING A FLEET

Your name is Oliver Hazard Perry. An even greater accomplishment than winning the naval battle was getting the fleet built. You are in charge of the over-all operation. Although only 27 now, you've been at sea since you were 14. You served in the wars with the Barbary Pirates, oversaw the construction of gunboats on the New England coast, and commanded and trained crews for a fleet of 12 gunboats in the Atlantic. Your drive, organization, hard work and enthusiasm get the job done successfully.

See picture, Figure P13.

A19. AMERICAN BATTLE CARD

Queenston Heights, October 13, 1812.

You are General Van Rensselaer, commander of the New York militia. It is eager to fight and mutinous of delays. You have almost 6,000 men from various units and decide to attack Queenston, which is at the foot of the rapids below the falls. Few boats, strong currents and darkness lead to confusion. One small group by an unguarded path reaches, takes and holds the heights. They wait for reinforcements, but the militia refuses to cross the river. Overwhelmed by regulars and Indians, the whole army surrenders.

Locate Queenston, Figure P19.
Place battle marker.

B16 BRITISH BUILDING A FLEET

You are a sawyer. Planks are sawed from logs with 2-man crosscut saws. Planking, the skin of the ship, starts at the keel or bottom and works up to the bilge. Planks are 4" thick, 8" wide, curved at the center and tapered at both ends. Ships are put together with handmade nails. Caulking (filling the cracks between the planks) make the ships watertight. Strands of cotton and oakum (tarred hemp) are forced into the cracks with a caulking hammer.

See pictures P18.

B17. BRITISH BUILDING A FLEET

You are a craftsman helping to build ships for the British fleet. Deck beams are usually 12" solid oak timbers. Decks are solidly built to support heavy cannon. You must think of balance, especially as guns recoil. Lake ships must be shallow draft so they can get over sandbars and go near shore. Masts are made of pine logs 28" in diameter and 180 feet long. These are debarked, squared, made octagonal, then planed smooth and tapered at the top. A rule of thumb is that the diameter across the base of the mast, in inches, should equal the height of the mast in yards. Another way of figuring the height of the mast is that it should be three times the width (beam) of the ship.

See Figure P18.

B18. BRITISH BUILDING A FLEET

Sailors, like you, take over to bend the sails. The square rigging gives more speed but less maneuverability. Riggers attach the cordage (ropes) that support and control the sails. Hemp rope has the advantages of carrying great weight, not swelling in water, not losing strength when tarred, and being easy to handle. Stays are the ropes that secure the masts fore and aft. Shrouds secure the masts from side to side and are used as ladders to climb aloft.

See Figure P15.

B19. BRITISH BATTLE CARD

Queenston Heights, October 13, 1812.

You, General Brock, arrive at Fort George eight days after taking Detroit. You are sure that the next attack will be along the Niagara River. You have 1,200 men spread along the entire length of the river. You hear gunfire at Queenston, jump on your horse, and ride alone to see what is happening. You immediately take command and send for reinforcements. During an assault, you receive a fatal chest wound. When all seems lost, General Sheaffe arrives with reinforcements from Fort George. The Americans are pushed to the top of the cliff. With no retreat or reinforcements possible, the American army surrenders.

See Figure P19.
Locate Queenston and Fort George.
Place battle marker.

A20. AMERICAN BATTLE CARD

Fort George, May 27-June 24, 1813.

You, an American army officer, are participating in a combined army and navy assault on Fort George, major British fort on the Niagara River. The operation works so smoothly and the numbers of Americans are so overpowering, that the battle is soon won. The British general Vincent, convinced that he cannot hold the fort or the river, spikes the guns, destroys the ammunition, abandons the fort, and begins his retreat to the west toward Burlington Heights. For a while, the Americans hold the whole length of the Niagara River.

On map, Figure P19, find the Niagara River, Fort George and Burlington Bay at the western end of Lake Ontario.
Place battle marker.

A21. AMERICAN BATTLE CARD

Ships from Black Rock, June 6-19, 1813.

The battles along the Niagara River put the whole length of the river temporarily in American hands. Fort Erie was destroyed. Its guns had constantly threatened Black Rock, the American naval base across the river, preventing ships from sailing. You, Perry, are able to move five converted trading ships full of naval supplies from Black Rock to Presque Isle. A problem you overcame was the strong current of the Niagara River. It was very difficult for sailing ships to move against it. In order to move the ships to Lake Erie, all yoursailors, 200 soldiers, and oxen were employed for six days to pull them by rope into Lake Erie. Luckily, you slipped past Barclay in a fog that descended on the lake.

See Black Rock, Presque Isle, Figure P19.
Move 5 ships.

A22. AMERICAN PREPARING FOR SEA

Perry's fleet into Lake Erie, August 1-4, 1813.

The ships are completed and equipped. More seamen finally arrive. You, Perry, are angry at being bottled up in the harbor, blockaded by Barclay's fleet just outside. Suddenly, however, the British disappear and you move. You must first get the ships over the sandbar at the mouth of the harbor. The two biggest ships need nine feet of water to float. There is only four feet of water over the bar. You strip the ships of heavy guns. Your men rig a "camel," (flat scows almost full of water), fastened on each side of the ship. When the water is pumped out, the ship is raised enough to scrape over the bar. It took two days and nights to move the Lawrence, but only one day for the Niagara. The fleet is now in the lake ready to fight.

See Figure P18.

B20. BRITISH BATTLE CARD

Fort George, May 27-June 24, 1813.

Although the Battle of Fort George and the abandonment of all fortifications along the Niagara River was a disaster, the following events have a happier ending for the British, mainly because of the courage of a young Canadian lady. You are Laura Secord. You live in Queenston along the Niagara River. You overhear American officers planning an attack on an important stronghold of the retreating British Army. You decide to warn the British commander. You start at dawn, circling through the woods to avoid American sentries. You walk 20 miles cross-country, cross a river, and arrive at dark at an Indian camp. Met by war-cries, you hide your fear and insist on being taken to the British commander. The warning saves the Britsh from destruction.

B21. BRITISH BATTLE CARD

Ships from Black Rock, June 6-19, 1813.

At least part of the final naval disaster is because of some serious personal errors on your part, British Captain Barclay. First, you didn't catch the five ships that slipped out of Black Rock Harbor on the 13th to join Perry at Presque Isle. Second, you didn't attack Presque Isle. You could not persuade General Procter to supply you with troops. The harbor was poorly defended and easy to attack. Procter's soldiers and siege equipment might have been used better against Presque Isle to destroy the bottled-up fleet than against Fort Meigs and Stephenson.

See Figure P19.
Find Buffalo, Black Rock, Presque Isle.

B22. BRITISH PREPARING FOR SEA

Perry's Fleet into Lake Erie.

One of the really unanswered questions on the naval battle is why you, Barclay, left the blockade of Presque Isle and allowed Perry to haul his defenseless ships over the sandbar. Some say you became impatient of the 10 day's wait, or got low on provisions. However, Dobbins said you were invited to a public dinner by Port Dover, a small village a little below Long Point in Canada. In a toast you say you expect to find the Yankee brigs hard and fast on the bar at Erie when you return. It will be a small job to destroy them. Unfortunately, when you return, the ships are already in the lake searching to destroy the British navy.

See Figure P19
Find Long Point.

A23. AMERICAN THE BATTLE OF LAKE ERIE

September 10, 1813.

You are James Alexander Perry, the 13-year old brother of the commander of the fleet. Since you are planning to become a naval officer you are serving your brother as midshipman. This is the way that officers are trained in the American Navy. Your major duty during battle is to carry messages between the commander and other officers of the ship. "Sail Ho!" The call of the lookout tells you enemy sails have been sighted off Rattlesnake Island. There is a bustle of activity as the ship is readied for action and the anchor cable pulled in. Within 15 minutes all is ready and in quiet you tensely watch the two lines of ships draw closer. Battle order is: Scorpion, Ariel, Lawrence, Caledonia, Niagara, Somers, Porcupine, Tigress and Trippe. A cheer goes up as Perry raises his blue and white battle flag "Don't Give Up the Ship." The Detroit's first shot is short. The second goes through the bulwarks. The battle is joined and becomes general.

Line up ships as in Diagram 1, Figure P16.
See Figure P14.

B23. BRITISH THE BATTLE OF LAKE ERIE

September 10, 1813.

You are Barclay. It is a clear, bright morning with a light breeze when you leave Amherstburg harbor. Your 6 ships are newly painted and make a brave sight. When the enemy is sighted, you draw up a line and wait their coming. Your order of line is: Chippewa, Detroit, Hunter, Queen Charlotte, Lady Prevost and Little Belt. The band strikes up "God Save the King." You have the weather gauge. It is to your advantage to keep the enemy at a distance where you can reach him with your long guns, and he cannot reach you with his short range carronades. Your strategy is to concentrate all possible fire on the Lawrence. The battle becomes one of the most fierce in all the history of small sailing ships.

Line up ships as in Diagram 1.
Figure P16.

A24. AMERICAN SHIPS

Ship	Type	Tons	Crew	Longguns	Carronades
Lawrence	Brig	260	136	2	18
Niagara	Brig	260	155	2	18
Caledonia	Schooner	88	53	2	1
Ariel	Schooner	60	36	4	0
Scorpion	Schooner	60	35	1	1
Trippe	Schooner	50	35	1	0
Porcupine	Schooner	50	25	1	0
Tigress	Schooner	50	27	1	0
Somers	Sloop	65	30	1	1

Square-rigged ships were faster and easier to handle in bad weather. A fore-aft rig could sail closer to the direction of the wind and didn't have to tack so often. Tons indicate how much cargo the ship could carry. One ton filled 40 cubic feet of hold space. (Adapted from Battle of Lake Erie - Dodge).

Compare totals of tons, crew, and guns of the American and British ships

B24. BRITISH SHIPS

Ship	Type	Tons	Crew	Longguns	Carronades
Detroit	Ship	300	150	17	2
Q. Charlotte	Ship	200	126	3	14
L. Prevost	Brig	96	86	3	10
Hunter	Brig	75	45	8	2
L. Belt	Sloop	60	18	3	0
Chippewa	Schooner	35	15	1	0

Ships are 3-masted, Brigs are 2-masted. Both are square-rigged; that is, sails are crossways to the length of ship.
A Schooner is 2-masted; fore and aft rigged with triangular sails parallel with the length of the ship.
A Sloop is 1-masted. It may be rigged either way, but her commander is less than a captain. (Adapted from Battle of Lake Erie--Dodge).

Compare totals of tons, crew and guns with American ships.

A25. AMERICAN SHIP'S PERSONNEL

You are a lieutenant responsible for the starboard carronades. These are 5½-foot guns, sometimes called "smashers" by the enemy because of the large jagged hole they could make in solid oak. Besides the 32-lb iron ball, this cannon can fire quilted bags of grapeshot (cannisters of pellets), that explode like a shotgun blast, and leather bags of langrage (sharp bits of metal), that cut ropes and rails. Most (39) of the American guns are carronades. The British have only 28. You must be very close, within 330 yards.
At the bow of the ship there are two 12-lb long guns, or "chasers." These fire a smaller ball but have a greater range, from 800 to 1600 yards. Americans have only 15 of these guns to the British 35.

See picture, P14.

B25. BRITISH SHIP'S PERSONNEL

You are a "powder monkey." You are 11 years old. Your job is to get a cartridge from the gunner's mate in the hold to each gun crew. The cartridge is the size and shape of a fireplace log, covered with flannel cloth and filled with coarse black powder. You run as fast as bare feet can go. You watch the crew haul the gun in, sponge the bore, ram your cartridge down the bore, followed by the shot. A wad of rope holds the charge in place. The touchhole is primed with fine powders. The covering of the cartridge is torn. The muzzle is run out the gunport. A slow match makes the explosion that forces the gun to recoil backwards with great force. You are careful never to stand directly behind the guns for this reason.

See picture P14.

A26. AMERICAN THE BATTLE OF LAKE ERIE

September 10, 1813.

You are a gunner. You load and fire as fast as you can. The air is filled with smoke. The noise is such that you do not regain your hearing for a year. The man next to you has his legs shot off. At one point you think you are blinded when a man's brains cover your face. One enemy shot hit a gun, which exploded, wounding all near it; one man is peppered with bits of metal from his chin to his knees. Eight percent of the crew is dead or wounded. Of the 19 still functional, only nine are seamen. Rigging is shot away, the sails are in shreds, the guns dismounted. The Lawrence is a wreck, strewn with dead and wounded bodies.

See Figure P14.

B26. BRITISH THE BATTLE OF LAKE ERIE

September 10, 1813.

You are a British officer. It is difficult to weigh the factors that can win the battle. You have fewer ships, of less tonnage, and of much less fire power, but they are probably stronger and better built than the American ships. You have a commodore and two captains, compared to two captains on the American side. As commander you have more experience than young Perry. The Americans have a slight edge on the number of seamen, but many are ill. Their gunners have had more recent practice and perhaps more ammunition. Overall, then, you have about 2/3 of the strength of your opponent. The quality of the fighting will determine the outcome.

See Figure P15.

A27. AMERICAN THE BATTLE OF LAKE ERIE

September 10, 1813.

You, Perry, turn the ship over to the wounded Yarnall. You take your brother, the battle flag, and four crewmen into a boat and row to the Niagara. Although a standing target for British marksmen, you arrive safely. Its not known whether Elliott of the Niagara held back because of a "flukey" wind, a strict obedience to orders to stay one-half cable length from the Caledonia, or resentment of you. Under your command, the Niagara now moves through the British line, giving dreadful double-shotted broadsides as she passes. The Q. Charlotte and the Detroit become entangled. L. Prevost loses her rudder. Other American ships move in.

Move ships as in Diagrams 2 and 3, Figure P16.
See picture, Figure P17.

B27. BRITISH THE BATTLE OF LAKE ERIE

September 10, 1813.

The Detroit carries a mixture of guns from Fort Malden. Of 19 guns, 6 are of different calibre. The complications of ammunition supply in action can hardly be imagined. Many have no firing mechanisms and officers must fire pistols at the touchole. The greatest problem, however, is the loss of trained officers. You, Barclay, are wounded five times. Your second in command is mortally wounded. Captain Finnis on the Queen Charlotte, second in command of the fleet, is killed very early. His first lieutenant is struck senseless by a splinter. After two hours, every officer and their seconds are either killed or so severely wounded that they have to leave the deck.

See Figure P16.
Move ships as in Diagrams 2 and 3.

A28. AMERICAN THE BATTLE OF LAKE ERIE

September 10, 1813.

You, Usher Parsons, surgeon, have been very busy. Your Surgery is small and unsafe. A young midshipman, who had just had a tournequet on his arm, was killed when a ball came into the dispensary and hit him in the chest. Another just missed your head as you bent over a patient. In all, six balls crashed into the room through the thin planks. Your first job is to stop bleeding; second to amputate crushed arms and legs; third, to set broken bones; and finally, to care for other injuries. Since you are working alone, it takes you two days to patch up your own wounded, before you offer your services to the defeated enemy. You are proud that only three of your wounded die. You say that the fresh air, good food and victory helped them get well.

B28. BRITISH THE BATTLE OF LAKE ERIE

September 10, 1813.

The unmanageable ships, the deadly raking cannon fire, and the lack of officers lead the British ships, one after another, to run down their flags and surrender. The Little Belt and the Chippewa, which tried to make a run for it, are chased and brought back by the Scorpion and the Trippe. Defeat is complete. You, Barclay, and an officer from each of the ships go to the Lawrence and, threading your way among the dead and wounded, you offer your sword to Perry. That evening men killed in battle are buried at sea. The next day the damaged squadrons limp back to Put-In-Bay, where the officers are buried. You hear Perry's famous message, "We have met the enemy, and they are ours."

A29. AMERICAN TOWARD THE THAMES

End of September.

You are Captain Thomas Sidney Jessup, ordered by the Secretary of War in March to prepare transport boats for an invasion of Canada. In a small yard on the Cuyahoga River at Cleveland, you build 65 small, narrow, flat-bottomed boats for $125 each. You worry that you might be attacked before the boats can be finished. This doesn't happen, and you are able to deliver your craft at the mouth of the Portage River where the Army of the Northwest is collecting. Your boats and Perry's fleet transport the army and equipment in a series of island-hopping steps. Finally, on the 27th, the final embarkation lands the army in Canada for the offensive that will end British and Indian threats.

A30. AMERICAN BATTLE CARD

Battle of Thames, October 5, 1813.

You are Colonel R. M. Johnson, in charge of a mounted troop of Kentucky riflemen under Governor Shelby. Harrison decides on the unusual tactic of a cavalry charge through the woods. Kentuckian frontiersmen are probably the best in the world at such. Besides, they are relatives of men killed in the Raisin River Massacre and are thirsty for revenge. Harrison feels the tactic will be unexpected and thus successful. Two charges break the line and scatter it. Fighting becomes one to one. You are wounded in the hip, thigh and hand. You shoot an Indian and collapse from loss of blood. The Indian may have been Tecumseh.

See Figures P10 and P11.

A31. AMERICAN BATTLE CARD

Battle of Thames, October 5, 1813.

You are William Henry Harrison, victorious general of the battle. The Americans had 15 killed and 30 wounded. The British losses were 18 killed, 26 wounded and some 600 captured. The Indians left 33 dead on the field. After Tecumseh's death, they melted away, never again to be a serious threat in the Northwest. Horsemen followed escaping stragglers from the British army. They found Procter's carriage abandoned, but he managed to get away in the dark along a by-path. For practical purposes, the war in the Northwest is over and won.

See Figure P10.
Place battle marker.

A32.

We fought the English for the right

Of free men to be free,

Against a strong foe's willful might,

Impressment on the sea;

And so we fought to keep alight

The torch of liberty!

B29. BRITISH TOWARD THE THAMES

End of September.

Suddenly, unprotected by the fleet, your army's position at Amherstburg is impossible. Fort Malden had been stripped of guns, ammunition, and food to help Barclay. Needed food and supplies are 200 miles to the east. You, Procter, must surrender or retreat. You choose retreat. Destroying all you can of buildings and supplies, and sending off the women, children and heavy baggage in advance, you begin the march. You have 540 regulars of the 41st, almost 300 militia, and about 300 Indians. The route you choose is along the Detroit River north to Lake St. Clair, then east along the Thames River. Autumn rains have made the roads, really forest tracks, almost impassible.

See Figure P10.
Trace route with game piece.

B30. BRITISH BATTLE CARD

Battle of Thames, October 5, 1813.

You are Tecumseh. You are not told of the defeat of the fleet, but you notice preparations for retreat. You want to stand and fight. You feel contempt for Procter. You call him a dog running with his tail between his legs. When he stubbornly continues, you have little choice but to follow. You have long been committed to his cause. At Moraviantown he finally turns to fight. Two savage cavalry dashes turn into hand-to-hand fights. It is said that you, wounded, try to tomahawk Colonel Johnson and are killed by him. Some say Kentuckians make razor strap trophies of your skin. Others tell that you were buried in a secret grave by friends. The Indian's great leader is no more.

See Figure P11.

B31. BRITISH BATTLE CARD

Battle of Thames, October 5, 1813.

You are General Procter. Everything has gone wrong. Your retreat path is clogged with women, children, Indians, baggage. You didn't really think the enemy would follow, but Harrison's army is snapping at your heels. Your men are tired, hungry, cold, dispirited and resentful. You turn to fight. The Thames River is one one side. A large swamp is on the other. A narrow swamp in the center divides the ground into two corridors, easy to defend. Thundering cavalry charges cut your line and fire on your rear. Within five minutes, your men are surrendering. You in your carriage, and a few of the 41st escape. Fighting in the Northwest is over.

See Figure P10.

B32

From New Orleans we drove that foe

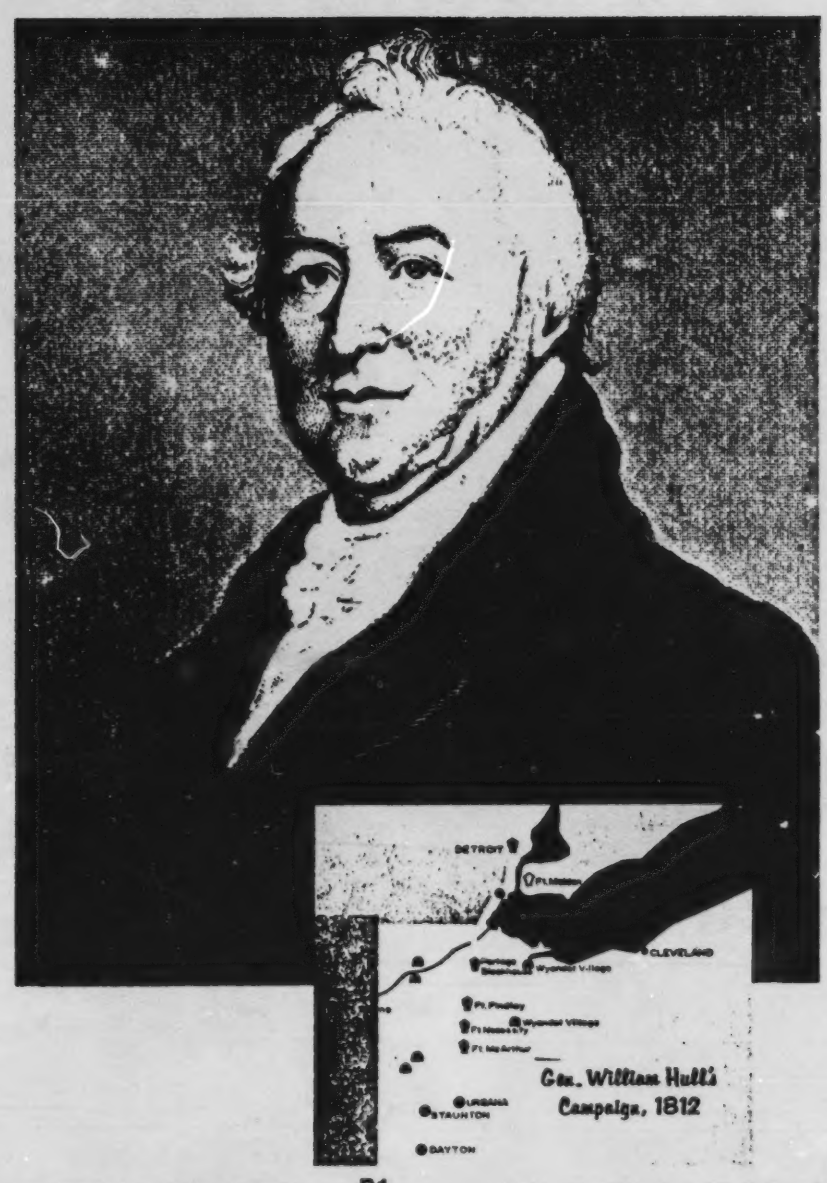
And Washington's burned site;

Old Hickory was never slow

For Indian lands to fight;

And Erie's lake shall ever show

The Stars and Stripes, proud, bright!



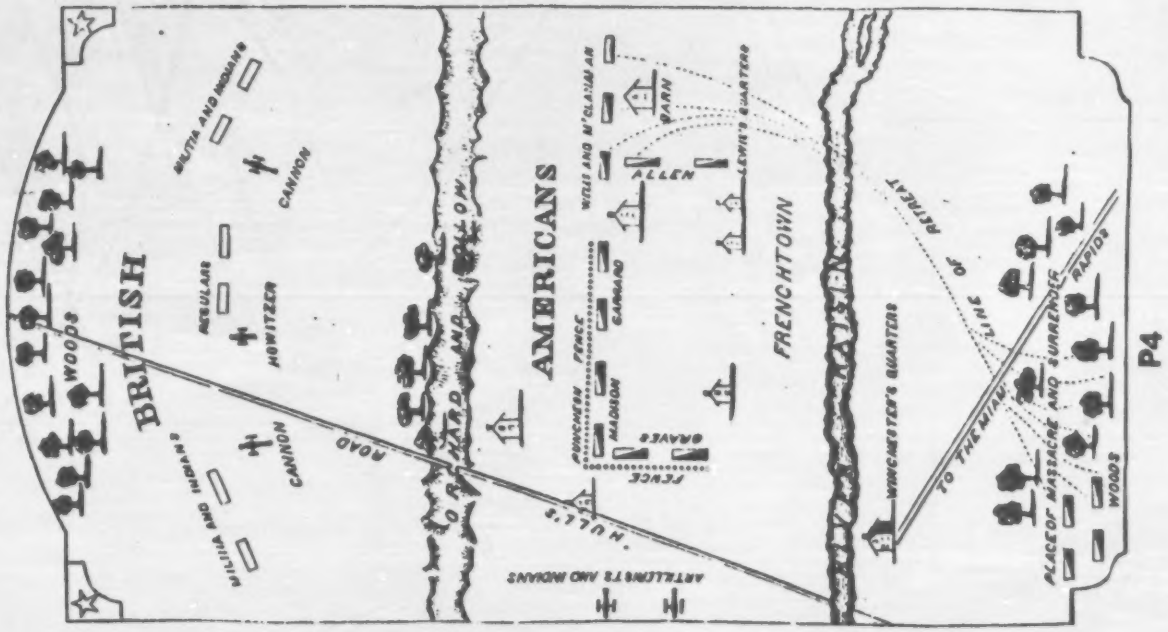
GENERAL WILLIAM HULL **P1** *—Ohio Hist. Soc. & A. W. P. Board*
Revolutionary War Hero Had Grown Old

SKETCH MAP OF OPERATIONS OF THE
RIGHT DIVISION of CANADIAN ARMY
AND THE
LEFT DIVISION of AMERICAN ARMY
1812 - '13
Scale of Miles
LAKE HURON
LAKE ONTARIO
LAKE ERIE
UPPER CANADA
INDIANA
OHIO
PENNSYLVANIA
KENTUCKY
VIRGINIA

P2

FORT DETROIT
Landing of British Aug 16 1812 Springwells
Landing of Americans July 1812
British batteries Aug 16 1812
American camp 1812
SANDWICH
R. Rouge
R. Ecorse
Turkey Riv
Grassy Island
Maguaga Aug 9 1812
Stone Quarry Co
Turkey I
River Canard
American camp July 22
British camp July 16
Grosse Isle
FORT AMHERSTBURG
Brownstown Aug 5 1812
Harrison's camp Sept 27 1813
OPERATIONS ON THE DETROIT RIVER 1812-13
Landing of Americans Sept 27 1813
Barclay's
BROWNSTOWN
LAKE ERIE

P3

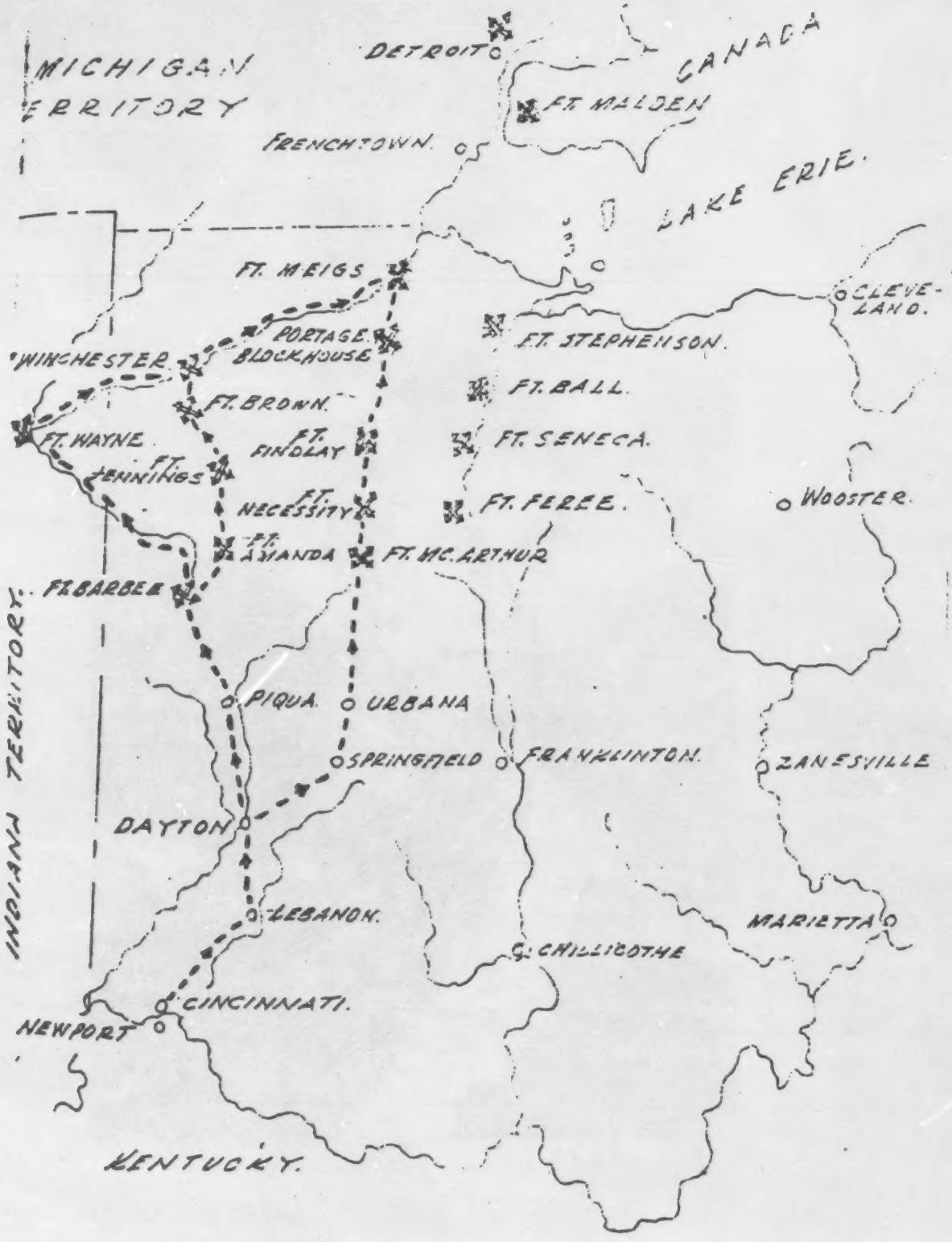


P4

Massacre of captured Kentuckians at Frenchtown following the battle at the River Raisin
Courtesy of Clements Library, University of Michigan

P5

WILLIAM HENRY HARRISON P6 —*Ohio Historical Society*



KENTUCKY MILITIA
APRIL & MAY, 1813.

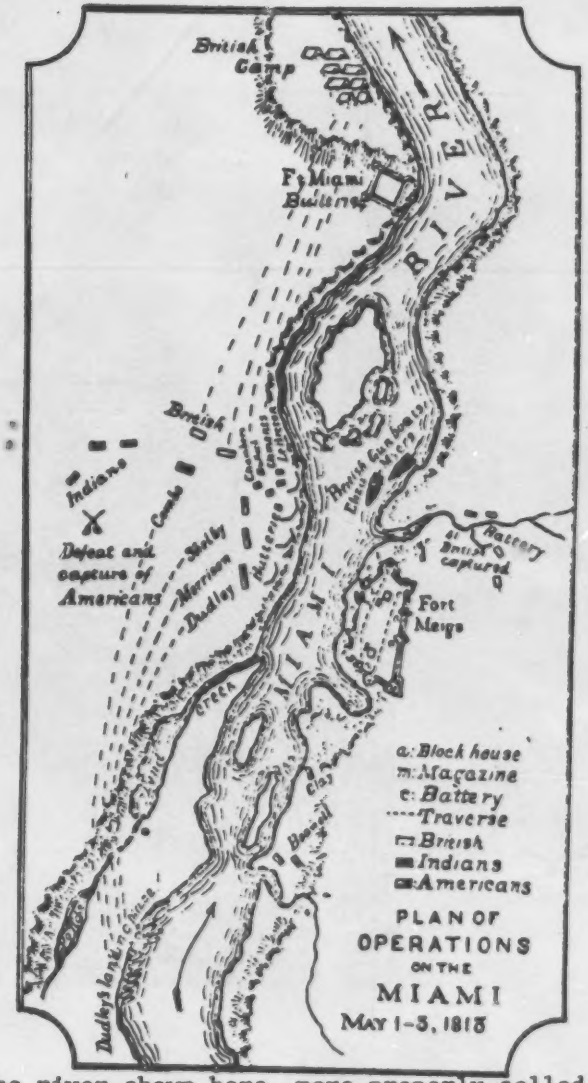
P7

OF DISTINGUISHED FAMILY

Father and Uncles Served Their Country Well

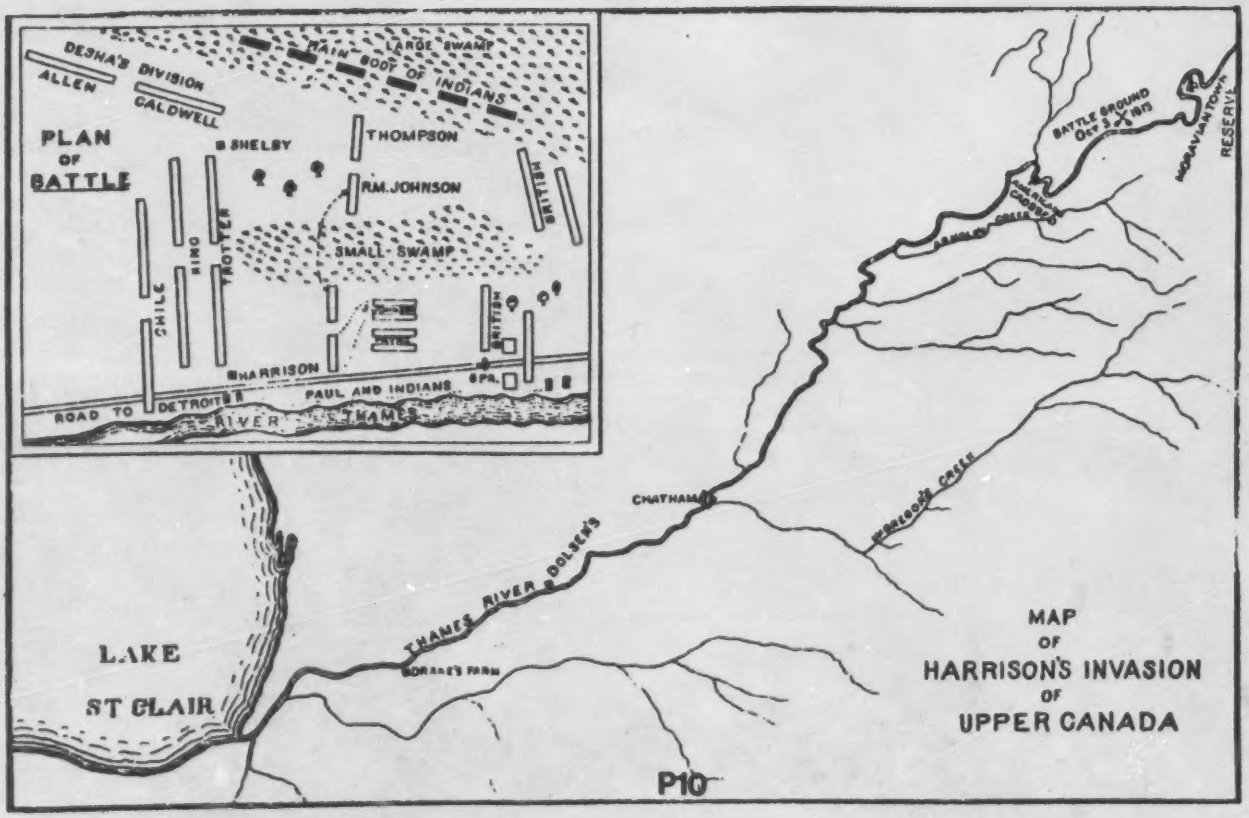
—*Hayes Library*

P9



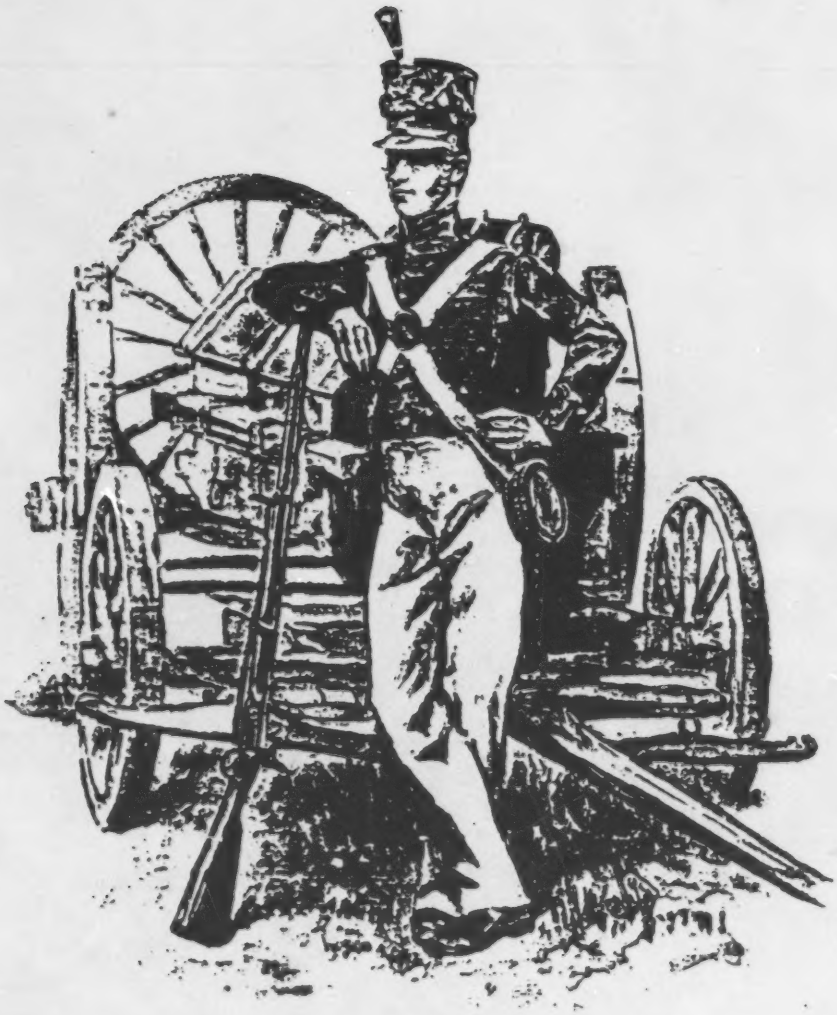
The river shown here, more properly called the Miami of the Lakes, is now called the Maumee.

P8


PLAN OF BATTLE
DESHA'S DIVISION
ALLEN
CALDWELL
MAIN BODY OF INDIANS
LARGE SWAMP
SHELBY
THOMPSON
RM. JOHNSON
SMALL SWAMP
CHILE
RING
TROTTER
HARRISON
ROAD TO DETROIT
PAUL AND INDIANS
RIVER THAMES
LAKE ST CLAIR
THAMES RIVER
CHATHAM
MAP OF HARRISON'S INVASION OF UPPER CANADA
P10

DEATH OF TECUMSEH.

AT THE BATTLE OF THE THAMES —*Hist. & Phil. Soc. of Ohio*
From a Currier Lithograph **P11**



P12

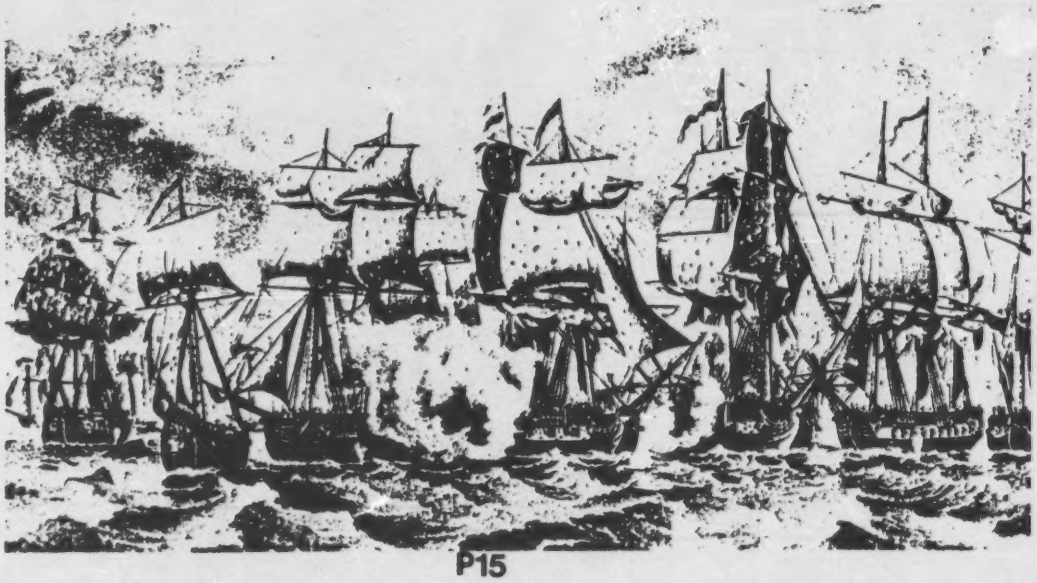
PRIVATE OF ARTILLERY, AND AMMUNITION WAGON, 1813–1821.

A romanticized portrait of Oliver Hazard Perry. Perry, seated upon a sail and decked out in full uniform, seems unaware of the huge "Don't Give Up the Ship" flag flapping behind him. (Library of Congress)

P13

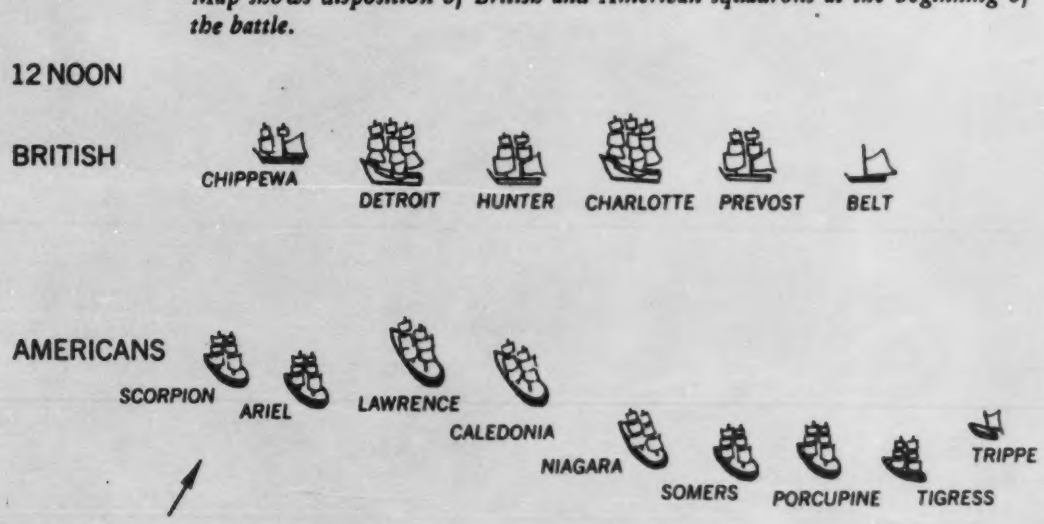
Old engraving shows Oliver Perry just before the Battle of Lake Erie, giving last-minute instructions to one of the Lawrence's *gun crews. (Library of Congress)*

P14



P15

Map shows disposition of British and American squadrons at the beginning of the battle.



1.

2. *Map shows ship dispositions at approximately 2:00* P.M.

Map shows positions of ships at about 2:50 P.M.

3.

BATTLE OF LAKE ERIE P17 —O. Dept. Ind. & Econ. Devel.

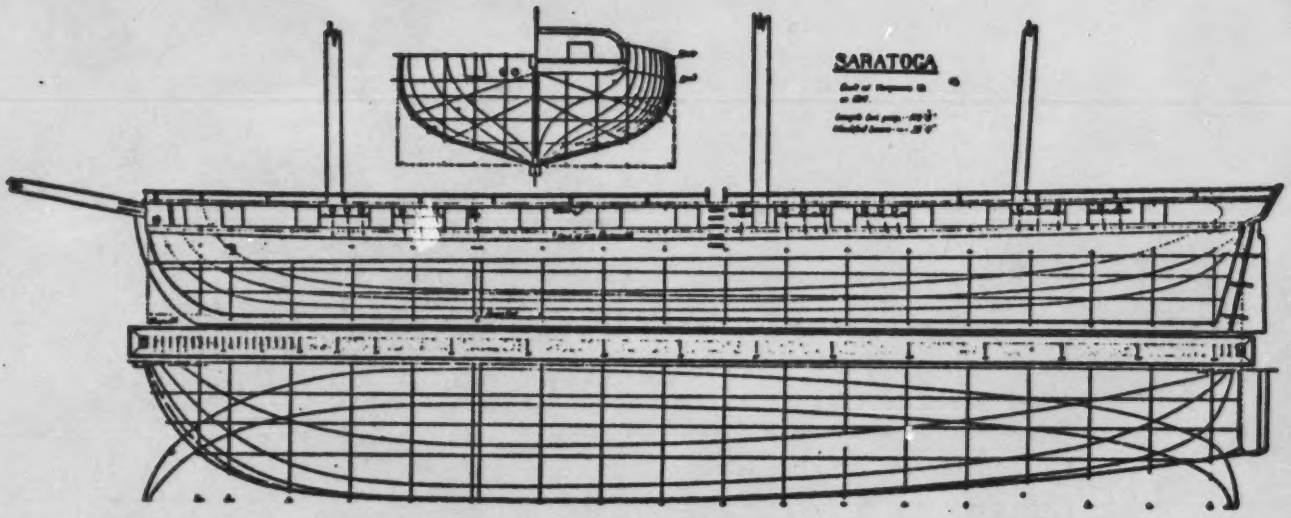
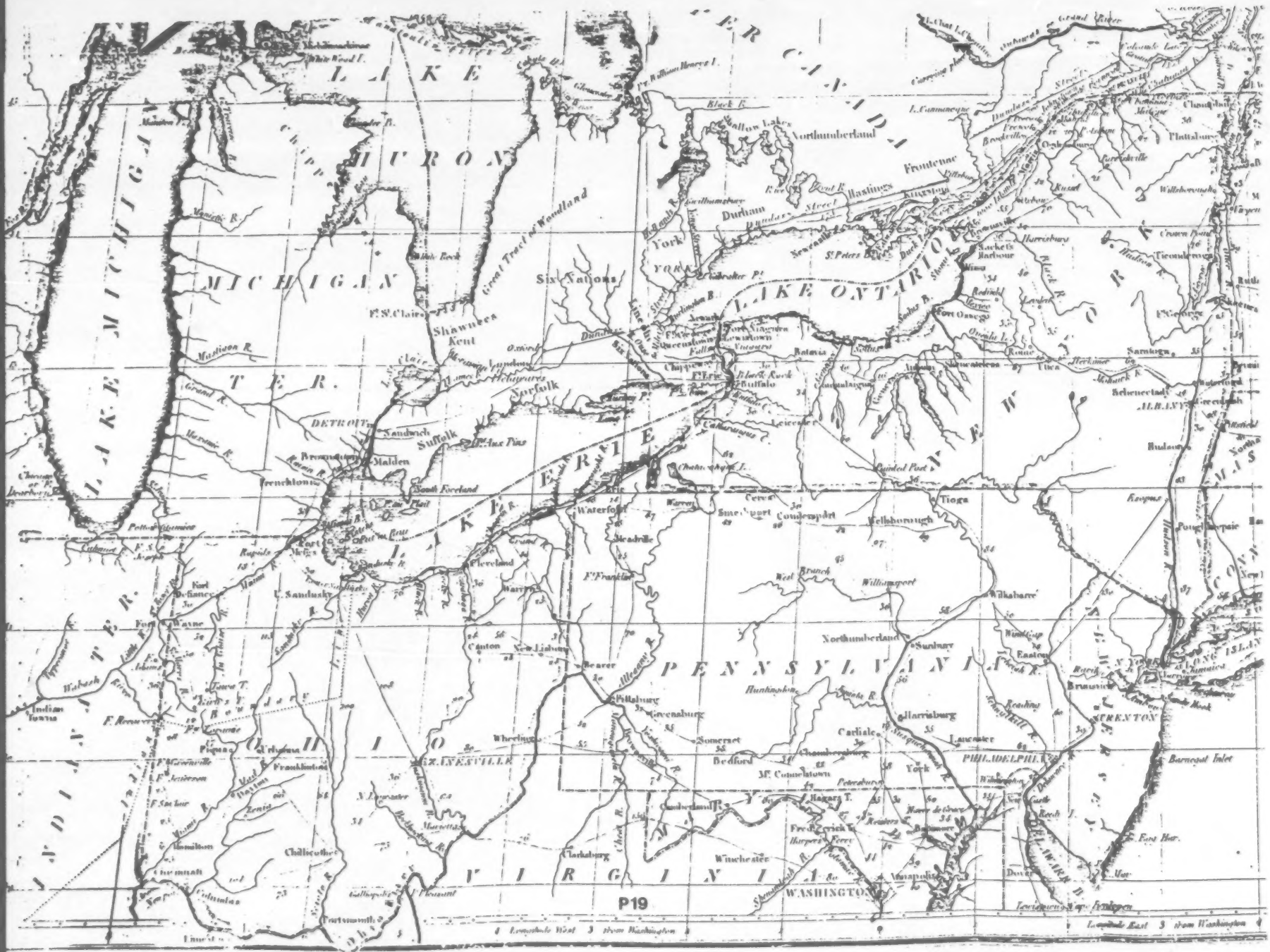


Figure 17. Lines of the Corvette SARATOGA, *1814.*

Chapelle says this plan of a ship built later by Noah Brown, although bigger, is probably very similar to the ones built for Perry at Presque Isle or Erie, for which plans do not seem to exist.
Note that three views are given. 1. The cross-cut end view (note the shallow draft). 2. The side view. 3. One-half of the top view.

P18


LAKE MICHIGAN
LAKE HURON
LAKE ERIE
LAKE ONTARIO
MICHIGAN TER.
INDIANA TER.
OHIO
PENNSYLVANIA
VIRGINIA
NEW YORK
UPPER CANADA
LOWER CANADA
DETROIT
Sandwich
Malden
Amherstburg
Sandusky
Cleveland
Buffalo
Black Rock
Niagara
Queenston
Chippewa
Fort George
Kingston
Toronto
Hamilton
York
Durham
Northumberland
Frontenac
Six Nations
Shawnee
Kent
Suffolk
Norfolk
Erie
Waterford
Meadville
Franklin
Warren
Tioga
Bellsborough
Williamsport
Wilkesbarre
Northumberland
Sunbury
Easton
Harrisburg
Carlisle
Lancaster
Pittsburg
Greensburg
Somerset
Bedford
Chambersburg
York
Gettysburg
Hagerstown
Winchester
Clarksburg
Wheeling
Canton
New Lisbon
Beaver
Fort Defiance
Fort Wayne
Vincennes
Chillicothe
Cincinnati
Frankfort
Louisville
Princeton
Trenton
Philadelphia
Barnegat Inlet
Sandy Hook
Long Island
Albany
Schenectady
Utica
Rome
Oswego
Sackets Harbour
Plattsburg
Crown Point
Ticonderoga
Lake Champlain
Lake George
Saratoga
Rensselaer
Rutland
Bennington
Washington
Longitude West 3 from Washington
Longitude East 3 from Washington

P19

REPORT, OR MANIFESTO

OF THE

CAUSES AND REASONS

OF

WAR WITH GREAT BRITAIN,

PRESENTED TO THE

HOUSE OF REPRESENTATIVES

BY

THE COMMITTEE OF FOREIGN RELATIONS.

JUNE 3, 1812.

Read, and ordered to lie on the table.

WASHINGTON:

A. & G. WAY, PRINTERS

1812.

LIBRARY OF CONGRESS

REPORT.

The committee on foreign relations to whom was referred the message of the president of the United States, of the 1st of June, 1812,

REPORT....

THAT after the experience which the United States have had of the great injustice of the British government towards them, exemplified by so many acts of violence and oppression, it will be more difficult to justify to the impartial world their patient forbearance, than the measures to which it has become necessary to resort, to avenge the wrongs and vindicate the rights and honor of the nation. Your committee are happy to observe, on a dispassionate view of the conduct of the United States, that they see in it no cause for censure.

If a long forbearance under injuries ought ever to be considered a virtue in any nation, it is one which peculiarly becomes the United States. No people ever had stronger motives to cherish peace: none have ever cherished it with greater sincerity and zeal.

But the period has now arrived, when the United States must support their character and station among the nations of the earth, or submit to the most shameful degradation. Forbearance has ceased to be a virtue. War on the one side, and peace on the other, is a situation as ruinous as it is disgraceful. The mad ambition, the lust of power and commercial avarice of Great Britain, arrogating to herself the complete dominion of the ocean, and exercising over it an unbounded and lawless tyranny, have left to neutral

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HISTORY 1.39-9
FEB 1939

nations an alternative only between the base surrender of their rights, and a manly vindication of them. Happily for the United States their destiny, under the aid of Heaven, is in their own hands. The crisis is formidable only by their love of peace. As soon as it becomes a duty to relinquish that situation, danger disappears. They have suffered no wrongs, they have received no insults, however great, for which they cannot obtain redress.

More than seven years have elapsed, since the commencement of this system of hostile aggression by the British government, on the rights and interests of the United States. The manner of its commencement was not less hostile than the spirit with which it has been prosecuted. The United States have invariably done every thing in their power to preserve the relations of friendship with Great Britain. Of this disposition they gave a distinguished proof at the moment when they were made the victims of an opposite policy. The wrongs of the last war had not been forgotten at the commencement of the present one. They warned us of dangers, against which it was sought to provide. As early as the year 1804, the minister of the United States at London was instructed to invite the British government to enter into a negotiation on all the points on which a collision might arise between the two countries, in the course of the war, and to propose to it an arrangement of their claims, on fair and reasonable conditions. The invitation was accepted. A negotiation had commenced and was depending, and nothing had occurred to excite a doubt that it would not terminate to the satisfaction of both the parties. It was at this time, and under these circumstances, that an attack was made, by surprise, on an important branch of the American commerce, which affected every part of the United States, and involved many of their citizens in ruin.

The commerce on which this attack was so unexpectedly made, was that between the United States

and the colonies of France, Spain and other enemies of Great Britain. A commerce just in itself; sanctioned by the example of Great Britain in regard to the trade with her own colonies; sanctioned by a solemn act between the two governments in the last war; and sanctioned by the practice of the British government in the present war: more than two years having then elapsed, without any interference with it.

The injustice of this attack could only be equalled by the absurdity of the pretext alleged for it. It was pretended by the British government, that in case of war, her enemy had no right to modify its colonial regulations, so as to mitigate the calamities of war to the inhabitants of its colonies. This pretension, peculiar to G. Britain, is utterly incompatible with the rights of sovereignty in every independent state. If we recur to the well established, and universally admitted law of nations, we shall find no sanction to it in that venerable code. The sovereignty of every state is co-extensive with its dominions, and cannot be abrogated, or curtailed in its rights, as to any part, except by conquest. Neutral nations have a right to trade to every port of either belligerent, which is not legally blockaded; and in all articles which are not contraband of war. Such is the absurdity of this pretension, that your committee are aware, especially after the able manner in which it has been heretofore refuted and exposed, that they would offer an insult to the understanding of the house, if they enlarged on it; and if any thing could add to the high sense of the injustice of the British government in this transaction, it would be the contrast which her conduct exhibits in regard to this trade, and in regard to a similar trade by neutrals, with her own colonies. It is known to the world that Great Britain regulates her own trade, in war and in peace, at home and in her colonies, as she finds for her interest: that in war she relaxes the restraints of her colonial system in favor of the colonies, and that it never was suggested that she had not

a right to do it; or that a neutral in taking advantage of the relaxation violated a belligerent right of her enemy. But with Great Britain every thing is lawful. It is only in a trade with her enemies, that the United States can do wrong: with them all trade is unlawful.

In the year 1793 an attack was made by the British government on the same branch of our neutral trade, which had nearly involved the two countries in war. That difference however was amicably accommodated. The pretension was withdrawn and reparation made to the United States for the losses which they had suffered by it. It was fair to infer from that arrangement, that the commerce was deemed by the British government lawful, and that it would not be again disturbed.

Had the British government been resolved to contest this trade with neutrals, it was due to the character of the British nation that the decision should be made known to the government of the United States. The existence of a negotiation which had been invited by our government, for the purpose of preventing differences, by an amicable arrangement of their respective pretensions, gave a strong claim to the notification, while it afforded the fairest opportunity for it. But a very different policy animated the then cabinet of England. Generous sentiments were unknown to it. The liberal confidence and friendly overtures of the United States were taken advantage of to ensnare them. Steady to its purpose and inflexibly hostile to this country, the British government calmly looked forward to the moment when it might give the most deadly wound to our interests. A trade, just in itself, which was secured by so many strong and sacred pledges, was considered safe. Our citizens, with their usual industry and enterprize, had embarked in it a vast proportion of their shipping and of their capital, which were at sea under no other protection than the law of nations, and the confidence

which they reposed in the justice and friendship of the British nation. At this period the unexpected blow was given. Many of our vessels were seized, carried into port and condemned by a tribunal, which, while it professes to respect the law of nations, obeys the mandate of its own government in opposition to all law. Hundreds of other vessels were driven from the ocean, and the trade itself in a great measure suppressed.

The effect produced by this attack on the lawful commerce of the United States, was such as might have been expected from a virtuous, independent, and highly injured people. But one sentiment pervaded the whole American nation. No local interests were regarded, no sordid motives felt. Without looking to the parts which suffered most, the invasion of our rights was considered a common cause, and from one extremity of our union to the other was heard the voice of an united people, calling on their government to avenge their wrongs, and vindicate the rights and honor of the country.

From this period the British government has gone on in a continued encroachment on the rights and interests of the U. States, disregarding in its course, in many instances, obligations which have heretofore been held sacred by civilized nations.

In May, 1806, the whole coast of the continent from the Elbe to Brest, inclusive, was declared to be in a state of blockade. By this act, the well established principles of the law of nations, principles which have served for ages as guides, and fixed the boundary between the rights of belligerents and neutrals, were violated. By the law of nations, as recognized by G. Britain herself, no blockade is lawful unless it be sustained by the application of an adequate force; and that an adequate force was applied to this blockade, in its full extent, ought not to be pretended. Whether G. Britain was able to maintain legally, so extensive a blockade, considering the war in which

she is engaged, requiring such extensive naval operations, is a question which it is not necessary at this time to examine. It is sufficient to be known that such force was not applied, and this is evident from the terms of the blockade itself, by which, comparatively, an inconsiderable portion of the coast only, was declared to be in a state of strict and rigorous blockade. The objection to the measure is not diminished by that circumstance. If the force was not applied, the blockade was unlawful, from whatever cause the failure might proceed. The belligerent who institutes the blockade cannot absolve itself from the obligation to apply the force, under any pretext whatever. For a belligerent to relax a blockade which it could not maintain, with a view to absolve itself from the obligation to maintain it, would be a refinement in injustice not less insulting to the understanding than repugnant to the law of nations. To claim merit for the mitigation of an evil which the party either had not the power, or found it inconvenient to inflict, would be a new mode of encroaching on neutral rights. Your committee think it just to remark, that this act of the British government does not appear to have been adopted in the sense in which it has been since construed. On consideration of all the circumstances attending the measure, and particularly the character of the distinguished statesman who announced it, we are persuaded that it was conceived in a spirit of conciliation, and intended to lead to an accommodation of all differences between the United States and Great Britain. His death disappointed that hope, and the act has since become subservient to other purposes. It has been made by his successors a pretext for that vast system of usurpation, which has so long oppressed and harrassed our commerce.

The next act of the British government which claims our attention, is the order of council of January 7, 1807, by which neutral powers are prohibited

trading from one port to another of France, or her allies, or any other country with which G. Britain might not freely trade. By this order the pretension of England, heretofore disclaimed by every other power, to prohibit neutrals disposing of parts of their cargoes at different ports of the same enemy, is revived, and with vast accumulation of injury. Every enemy, however great the number, or distant from each other, is considered one, and the like trade even with powers at peace with England, who, from motives of policy, had excluded or restrained her commerce, was also prohibited. In this act, the British government evidently disclaimed all regard for neutral rights. Aware that the measures authorized by it, could find no pretext, in any belligerent right, none was urged. To prohibit the sale of our produce, consisting of innocent articles, at any port of a belligerent, not blockaded; to consider every belligerent as one, and subject neutrals to the same restraints with all as if there was but one, were bold encroachments. But to restrain, or in any manner interfere with our commerce with neutral nations, with whom Great Britain was at peace, and against whom she had no justifiable cause of war, for the sole reason that they restrained or excluded from their ports her commerce, was utterly incompatible with the pacific relations subsisting between the two countries.

We proceed to bring into view the British order in council of November 11, 1807, which superseded every other order, and consummated that system of hostility on the commerce of the United States, which has been since so steadily pursued. By this order all France and her allies, and every other country at war with Great Britain, or with which she was not at war, from which the British flag was excluded, and all the colonies of her enemies, were subjected to the same restrictions, as if they were actually blockaded in the most strict and rigorous manner; and all trade in articles, the produce and manufacture of the said coun-

tries and colonies, and the vessels engaged in it, were subjected to capture and condemnation as lawful prize. To this order certain exceptions were made which we forbear to notice, because they were not adopted from a regard to neutral rights, but were dictated by policy to promote the commerce of England, and so far as they related to neutral powers, were said to emanate from the clemency of the British government.

It would be superfluous in your committee to state, that by this order the British government declared direct and positive war against the United States. The dominion of the ocean was completely usurped by it, all commerce forbidden, and every flag driven from it, or subjected to capture and condemnation, which did not subserve the policy of the British government by paying it a tribute and sailing under its sanction. From this period the United States have incurred the heaviest losses, and most mortifying humiliations. They have borne the calamities of war without retorting them on its authors.

So far your committee has presented to the view of the house, the aggressions which have been committed under the authority of the British government on the commerce of the United States. We will now proceed to other wrongs which have been still more severely felt. Among these is the impressment of our seamen, a practice which has been unceasingly maintained by Great Britain in the wars to which she has been a party since our revolution. Your committee cannot convey in adequate terms the deep sense which they entertain of the injustice and oppression of this proceeding. Under the pretext of impressing British seamen, our fellow citizens are seized in British ports, on the high seas, and in every other quarter to which the British power extends; are taken on board British men of war, and compelled to serve there as British subjects. In this mode our citizens are wantonly snatched from their country and

their families; deprived of their liberty and doomed to an ignominious and slavish bondage; compelled to fight the battles of a foreign country, and often to perish in them. Our flag has given them no protection; it has been unceasingly violated, and our vessels exposed to danger by the loss of the men taken from them. Your committee need not remark that while this practice is continued, it is impossible for the United States to consider themselves an independent nation. Every new case is a new proof of their degradation. Its continuance is the more unjustifiable, because the United States have repeatedly proposed to the British government an arrangement which would secure to it the controul of its own people. An exemption of the citizens of the United States from this degrading oppression, and their flag from violation, is all that they have sought.

This lawless waste of our trade, and equally unlawful impressment of our seamen, have been much aggravated by the insults and indignities attending them. Under the pretext of blockading the harbors of France and her allies, British squadrons have been stationed on our own coast, to watch and annoy our own trade. To give effect to the blockade of European ports, the ports and harbors of the U. States have been blockaded. In executing these orders of the British government, or in obeying the spirit which was known to animate it, the commanders of these squadrons have encroached on our jurisdiction, seized our vessels and carried into effect impressments within our limits, and done other acts of great injustice, violence and oppression. The United States have seen with mingled indignation and surprise, that these acts instead of procuring to the perpetrators the punishment due to unauthorized crimes, have not failed to recommend them to the favor of their government.

Whether the British government has contributed by active measures to excite against us the hostility of the savage tribes on our frontiers, your committee

are not disposed to occupy much time in investigating. Certain indications of general notoriety may supply the place of authentic documents, though these have not been wanting to establish the fact in some instances. It is known that symptoms of British hostility towards the United States have never failed to produce corresponding symptoms among those tribes. It is also well known that on all such occasions, abundant supplies of the ordinary munitions of war have been afforded by the agents of British commercial companies, and even from British garrisons, wherewith they were enabled to commence that system of savage warfare on our frontiers, which has been at all times indiscriminate in its effect, on all ages, sexes and conditions, and so revolting to humanity.

Your committee would be much gratified if they could close here the detail of British wrongs; but it is their duty to recite another act of still greater malignity, than any of those which have been already brought to your view. The attempt to dismember our union, and overthrow our excellent constitution by a secret mission, the object of which was to foment discontents and excite insurrection against the constituted authorities and laws of the nation, as lately disclosed by the agent employed in it, affords full proof that there is no bound to the hostility of the British government towards the United States: no act, however unjustifiable, which it would not commit to accomplish their ruin. This attempt excites the greater horror, from the consideration that it was made while the United States and Great Britain were at peace, and an amicable negotiation was depending between them for the accommodation of their differences, through public ministers regularly authorized for the purpose.

The United States have beheld with unexampled forbearance, this continued series of hostile encroachments on their rights and interests, in the hope, that yielding to the force of friendly remonstrances, often

repeated, the British government might adopt a more just policy towards them; but that hope no longer exists. They have also weighed impartially the reasons which have been urged by the British government in vindication of those encroachments, and found in them neither justification nor apology.

The British government has alleged in vindication of the orders in council, that they were resorted to as a retaliation on France for similar aggressions committed by her on our neutral trade with the British dominions. But how has this plea been supported? The dates of British and French aggressions are well known to the world. Their origin and progress have been marked with too wide and destructive a waste of the property of our fellow citizens, to have been forgotten. The decree of Berlin of November 21st, 1806, was the first aggression of France in the present war. Eighteen months had then elapsed, after the attack made by Great Britain on our neutral trade with the colonies of France and her allies, and six months from the date of the proclamation of May, 1806. Even on the 7th of January, 1807, the date of the first British order in council, so short a term had elapsed after the Berlin decree, that it was hardly possible that the intelligence of it should have reached the United States. A retaliation which is to produce its effect, by operating on a neutral power, ought not to be resorted to 'till the neutral had justified it, by a culpable acquiescence in the unlawful act of the other belligerent. It ought to be delayed until after sufficient time had been allowed to the neutral to remonstrate against the measures complained of, to receive an answer, and to act on it, which had not been done in the present instance. And when the order of November 11th was issued, it is well known that a minister of France had declared to the minister plenipotentiary of the United States at Paris, that it was not intended that the decree of Berlin should apply to the United States. It is equally well known that no

American vessel had then been condemned under it, or seizure been made, with which the British government was acquainted. The facts prove incontestibly that the measures of France, however unjustifiable in themselves, were nothing more than a pretext for those of England. And of the insufficiency of that pretext, ample proof has already been afforded by the British government itself, and in the most impressive form. Although it was declared that the orders in council were retaliatory on France for her decrees, it was also declared, and in the orders themselves, that owing to the superiority of the British navy, by which the fleets of France and her allies were confined within their own ports, the French decrees were considered only as empty threats.

It is no justification of the wrongs of one power, that the like were committed by another; nor ought the fact, if true, to have been urged by either, as it could afford no proof of its love of justice, of its magnanimity, or even of its courage. It is more worthy the government of a great nation to relieve than to assail the injured. Nor can a repetition of the wrongs by another power repair the violated rights or wounded honor of the injured party. An utter inability alone to resist, could justify a quiet surrender of our rights, and degrading submission to the will of others. To that condition the United States are not reduced, nor do they fear it. That they ever consented to discuss with either power the misconduct of the other, is a proof of their love of peace, of their moderation, and of the hope which they still indulged, that friendly appeals to just and generous sentiments would not be made to them in vain. But the motive was mistaken, if their forbearance was imputed either to the want of a just sensibility to their wrongs, or a determination, if suitable redress was not obtained, to resent them. The time has now arrived when this system of reasoning must cease. It would be insulting to repeat it. It would be degrading to bear

it. The United States must act as an independent nation, and assert their rights, and avenge their wrongs, according to their own estimate of them, with the party who commits them, holding it responsible for its own misdeeds, unmitigated by those of another

For the difference made between Great Britain and France, by the application of the non-importation act against England only, the motive has been already too often explained, and is too well known to require further illustration. In the commercial restrictions to which the United States resorted as an evidence of their sensibility, and a mild retaliation of their wrongs, they invariably placed both powers on the same footing, holding out to each in respect to itself, the same accommodation, in case it accepted the condition offered, and in respect to the other, the same restraint if it refused. Had the British government confirmed the arrangement which was entered into with the British minister in 1809, and France maintained her decrees, with France would the United States have had to resist, with the firmness belonging to their character, the continued violation of their rights. The committee do not hesitate to declare, that France has greatly injured the United States, and that satisfactory reparation has not yet been made for many of those injuries. But, that is a concern which the United States will look to and settle for themselves. The high character of the American people, is a sufficient pledge to the world that they will not fail to settle it, on conditions which they have a right to claim.

More recently the true policy of the British government towards the United States, has been completely unfolded. It has been publicly declared by those in power, that the orders in council should not be repealed until the French government had revoked all its internal restraints on the British commerce; and that the trade of the United States with France and her allies, should be prohibited, until Great Britain was

also allowed to trade with them. By this declaration it appears, that to satisfy the pretensions of the British government, the United States must join Great Britain in the war with France, and prosecute the war until France should be subdued; for without her subjugation, it were in vain to presume on such a concession. The hostility of the British government to these states has been still further disclosed. It has been made manisfest that the United States are considered by it as the commercial rival of Great Britain, and that their prosperity and growth are incompatible with her welfare. When all these circumstances are taken into consideration, it is impossible for your committee to doubt the motives which have governed the British ministry in all its measures towards the United States, since the year 1805. Equally is it impossible to doubt, longer, the course which the United States ought to pursue towards Great Britain.

From this review of the multiplied wrongs of the British government since the commencement of the present war, it must be evident to the impartial world, that the contest which is now forced on the United States, is radically a contest for their sovereignty and independence. Your committee will not enlarge on any of the injuries, however great, which have had a transitory effect. They wish to call the attention of the house to those of a permanent nature only, which intrench so deeply on our most important rights, and wound so extensively and vitally our best interests, as could not fail to deprive the U. States of the principal advantages of their revolution, if submitted to. The controul of our commerce by G. Britain in regulating, at pleasure, and expelling it almost from the ocean; the oppressive manner in which these regulations have been carried into effect, by seizing and confiscating such of our vessels, with their cargoes, as were said to have violated her edicts, often without previous warning of their danger; the impress-

ment of our citizens from on board our own vessels on the high seas, and elsewhere, and holding them in bondage till it suited the convenience of their oppressors to deliver them up, are encroachments of that high and dangerous tendency, which could not fail to produce that pernicious effect: nor would these be the only consequences that would result from it. The British government might, for a while, be satisfied with the ascendency thus gained over us, but its pretensions would soon increase. The proof which so complete and disgraceful a submission to its authority would afford of our degeneracy, could not fail to inspire confidence, that there was no limit to which its usurpations, and our degradation, might not be carried.

Your committee, believing that the free born sons of America are worthy to enjoy the liberty which their fathers purchased at the price of so much blood and treasure, and seeing in the measures adopted by Great Britain, a course commenced and persisted in, which must lead to a loss of national character and independence, feel no hesitation in advising resistance by force; in which the Americans of the present day will prove to the enemy and to the world, that we have not only inherited that liberty which our fathers gave us, but also the will and power to maintain it. Relying on the patriotism of the nation, and confidently trusting that the Lord of Hosts will go with us to battle in a righteous cause, and crown our efforts with success, your committee recommend an immediate appeal to arms.